

**THE INFLUENCE OF USING DIALOGUE JOURNALS TOWARDS  
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT  
THE FIRST SEMESTER OF THE EIGHT GRADE OF  
MTs AL-HIKMAH KEDATON BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2019/2020**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

**By:**

**DESSY MUALLIFAH**

**NPM. 1511040217**

**Study Program : English Education**

**Advisor : Meisuri, M.Pd**

**Co-Advisor : Nurul Puspita, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

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RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

## DECLARATION

I hereby that this thesis entitled “The influence of using Dialogue Journals Towards Students’ Writing Ability in Descriptive Text at the First Semester of the Eight Grade of MTs Al-Hikmah Kedaton Bandar Lampung in the academic year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the next.

Bandar Lampung, 2019  
Researcher,



**DESSY MUALLIFAH**  
**NPM.1511040217**

## ABSTRACT

In study foreign language, writing is one of language skills that should be mastered by the students. In writing we can communicate by using e-mail, messages and others. The students' writing ability of MTs Al-Hikmah, Kedaton Bandar Lampung have a problem in writing, especially in writing descriptive text. Furthermore, the researcher applied Dialogue Journals Technique in learning writing in MTs Al-Hikmah, Kedaton Bandar Lampung. This research was aimed finding out whether there was a significant influence of using Dialogue Journals Towards Students' Writing Ability in descriptive Text at the First Semester of the Eight Grade of MTs Al-Hikmah, Kedaton Bandar Lampung in the Academic Year of 2019/2020.

In this research, the research methodology was Quasi experimental design with pre-test, treatments and post-test after treatments. The population of this research was the eighth grade students of MTs Al-Hikmah, Kedaton Bandar Lampung. The samples of this research were two classes consisting of 36 students for experimental class and 34 students for control class. This research used test to collect the data, the test was in the form of writing test.

After giving the post test, the researcher analyzed the data by using sample T-test. From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.001$ . It means  $H_a$  is accepted because  $Sig < 0.05$ . So, there is an influence of using Dialogue Journals Towards Students' Writing Ability in Descriptive Text at the First Semester of the Eight Grade of MTs Al-Hikmah Kedaton Bandar Lampung in the academic year of 2019/2020.

**Keywords :** Descriptive Text, Dialogue Journals Technique, Experimental Design, Writing Ability





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

APPROVAL

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YEAR OF 2019/2020

Student's name : DESSY MUALLIFAH  
Student's number : 1511040217  
Study program : English Education  
Faculty : Tarbiyah

APPROVED

To be tested and defended in the examination session

at Tarbiyah and Teacher Training Faculty, the State Islamic University of Raden  
Intan Lampung

Advisor

**MEISURI, M.Pd**  
NIP. 198005152003122004

Co-Advisor

**Nurul Puspita, M.Pd**  
NIP. 188907172015032004

The Chairperson of  
English Education Study Program

**Meisuri, M.Pd**  
NIP. 198005152003122004





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721.703260

ADMISSION

A thesis entitled: **"THE INFLUENCE OF USING DIALOGUE JOURNALS TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs AL-HIKMAH, KEDATON BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020"**, by : **DESSY MUALLIFAH, NPM: 1511040217**, Study Program: English Education, was tested and defended in the examination session held on Thursday, November 7<sup>th</sup> 2019.

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd

The Secretary : Dr. Nur Syamsiah, M.Pd

The First Examiner : Istiqomah Nur R, M.Pd

The Second Examiner : Meisuri, M.Pd

Advisor : Nurul Puspita, M.Pd

The Dean of  
Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Nurva Diana, M.Pd  
NIP: 196408281988032002

## DECLARATION

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**DESSY MUALLIFAH**  
**NPM.1511040217**

## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

“Meaning: “Created man, out of a (mere) clot of congealed blood (2) Proclaim!

And my Lord is most bountiful (3) He who taught (the use of) the pen (4) Taught man that which he knew not (5)” (Q.S. Al-Alaq: 1-5)<sup>1</sup>



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<sup>1</sup> Abdullah Yusuf Ali Translation, The Meaning of Holy Qur'an (Maryland: Amana Publications, 2001), p. 1672-1673



## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Suparjo and Mrs. Samsiati who always pray for all the best to me and give me motivation to study hard until now.
2. My beloved brothers Reza Misbahhudin and Wildan Hasan Saputra who always give me spirit and support for my success.
3. My big family: Grandmothers, Grandfathers, Aunts, Uncles, and Cousins.
4. My beloved friend Panji Pusponegoro, he always gives support and motivation for me.
5. My beloved lecturers and almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The name of the researcher is Dessy Muallifah. She is called by dessy. She was born on Desember 26<sup>th</sup>, 1997 in Pangkul. She lives on Bandar Sukabumi, Bandar Negeri Semuong, Tanggamus Provinsi Lampung. She is the first child of three children of Mr. Suparjo and Mrs. Samsiati. She has two brothers whose name are Reza Misbahhudin and Wildan Hasan Saputra.

She accomplished her formal education at Kindergarten at TK Darul Ulum Sanggi, and finished in 2004. Then, the researcher entered Elementary School at SDN 1 Sanggi finished in 2009. After that, she continued her school, at junior high school at SMPN 1 Bandar Negeri Semuong and graduated in 2012. After that, She attended again at MA Al-MA'RUF Margodadi, Sumberejo and graduated in 2015. Then, she registered her study in State Islamic University of English study Program of Tarbiyah and Teacher Training Faculty.

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*Bismillahirrahmanirrahim.*

Alhamdulillah Praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence Of Using Dialogue Journals Towards Students’ Writing Ability in Descriptive Text At The First Semester Of The Eight Grade Of Mts Al-Hikmah Kedaton Bandar Lampung In The Academic Year Of 2019/2020”. This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State of Islamic University Studies (UIN) RadenIntan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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The researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, she expects need criticism such as corrections or comments its improvement. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung,  
Researcher,

2019

Dessy Muallifah  
NPM: 1511040217



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is the activity of composing ideas or thought into written forms to convey messages to the readers. According to Harmer, writing is a way to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.<sup>2</sup> It means that writing is a way to produce language that comes from thought. By using writing, people can share ideas, feelings, or whatever they have in mind.

According to Utami, writing is the expression of language in the form of letters, symbols, or words.<sup>3</sup> It means that someone can express what are there in their mind by using letter, symbol, or words that can be understood by the reader as a manifestation from their mind. This manifestation is an idea, concept, or thought to realize something as a whole. Moreover, everyone who has a manifestation can be manifested in a real form by writing. This means that writing has a purpose. The purpose of writing can vary, depending on the variety of writing. In addition, the purpose of writing can also be seen from the interests of the author. Doing writing someone can pour this content. Then, the reader can understand the meaning of the writing.

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<sup>2</sup> Jeremy Harmer, *How to Teach Writing*. (Essex: Pearson Education Limited, 2004), p.86

<sup>3</sup> UtamiDewi, *How to Write*, (Medan: La-Tansa Press, 2011). p. 2

Other than that, Nunan defines writing as physical and mental process, since it deals with graphic representation of speech and thoughts are presented in a well-mannered structural way. He also mentioned it as both express and impress. Writer need to be very careful with spellings, tone, and choice of words to convey their feelings. Because what is written and how is written my affect the whole message and readers impact.<sup>4</sup> It means that in writing we have to choose the right word to say something. The choice of words is a very important element, both in the world of coral-making and in talking every day. In this case to choose the right word we can see it in the dictionary. In this case the exact meaning of the word is needed, because the right words will help someone express exactly what they want to cover. In addition, the selection of the right words must be in accordance with the situation and place of use of the words.

Based on several opinions it can be concluded that writing is a person's ability to express ideas, thoughts, knowledge and experiences of his life through clear written language and must choose the right words according to the situation and circumstances, so that the reader understands what the author means.

Like all learning problems, Writing is one of the important skills that students need to master because they can write good critics and build good writing. But we know that Writing is the most difficult skill to be mastered by

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<sup>4</sup>David Nunan,*Practical English Language Teachin*”,(McGraw-Hill Companies, Inc 2003). p.88

students.<sup>5</sup>It means that writing is a very complex skill, students are not only pouring ideas but, students are also required to express ideas, concepts, willingness and feelings. In the writing process, it is required to pay attention to the structure related to the elements of writing so that the reader can understand the message to be conveyed by the author. Therefore, written must really use or use the structure of a writing like words, sentences, paragraphs, and others properly.

Difficulties in writing student destroy education. The basic points that make writing difficult are the use of writing such as punctuation, spelling, grammar, vocabulary, looking for ideas and so on. According to Jordan, writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.<sup>6</sup> In fact, many students often find difficulty in writing. As already described that triggered the difficulty of writing is the use of the language.

Based on the result of interview with the students, they were less interested in writing. To find out the problem the researcher asked the teacher about the technique used by the teacher to teach writing. Then, the researcher asked for data and information about the students' writing ability from the English teacher at school. In addition, the researcher interviewed Mrs. Siti

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<sup>5</sup>Jack C. Richard and Willy A Renandya, *Methodology in learning language*, (New York: Cambridge University Press, 2002), p. 303

<sup>6</sup> Jordan, R, in thesis kristy dwi pratiwi, *students' difficulties in writing english*, (University Bengkulu, 2015) p.5

Munasih S.Pd as an eighth grade English teacher. She said that she used the PWIM technique to teach writing. Moreover, she said that students' ability to write paragraphs of descriptive text is still low and almost all students have difficulty in writing descriptive texts.<sup>7</sup> Here, in using the technique, the teacher was not in accordance with the procedure, so students felt confused when given the picture provided and told to describe the picture. Many students had difficulties to find appropriate words to convey their idea. The difficulty one, how to start writing and lack of vocabulary. It can be seen from the score of the results of writing skills that have been given by the teacher. (Table 1).

Based on the explanation above, the researcher concluded that writing is one of the most difficult skills for students. Writing is language skills that can be used to communicate and express ideas with others in writing. Writing is a basic skill that is very important for students and must be mastered by students in junior high school.

**Table 1**  
**Students' Score of writing of MTs Al-Hikmah Bandar**  
**Lampung in the Academic Year of 2018/2019**

No	Score	Class			TOTAL	PERCENTAGE
		VIII A	VIII B	VIII C		
1	≤70	20	15	20	55	52,88%
2	>70	16	19	14	49	47,11%
<b>Total</b>		<b>36</b>	<b>34</b>	<b>34</b>	<b>104</b>	<b>100%</b>

*Source: English teacher at MTS Al-Hikmah Bandar Lampung*

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<sup>7</sup> Siti Munasih, *The English Teacher at MTS Al-Hikmah Bandar Lampung, on September 28<sup>th</sup> 2018, (An interview).*

From the table, it can be concluded that 49 Students got more than 70. It means that the students writing ability is still under average at not the suitable from KKM at the school, the KKM writing of this school is 70. It means that many students who get score that is below the specified standard that has been set. There are 55 students (52,88) got score under 70.

After interviewing the teacher, the researcher also interviewed students in class VIII of MTs Al-Hikmah Bandar Lampung. The students said that the technique used by the teacher was not interesting, and the students said they were bored because the teacher always used that technique. Most students state it is difficult to start writing. The students find it difficult to start writing because they do not know what to write. They make mistakes both in the organization of ideas and in the use of language. This is due to the fact that writing in English is different from Indonesian. One difference is the aspect of language.

From the problems above, it can be said that a teacher used the same technique in teaching writing. Students feel bored and the students have less interest that affects their ability at writing descriptive text. One way to help teacher, researcher want to see the influence in using dialogue journals technique in teaching writing. This technique might help students explore their creativity and the learning process more interesting.

One of the techniques to develop the students' writing is dialogue journal. A journal is a log (account ) of one thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written a little



attention to structure, form, or correctness.<sup>8</sup> Sometimes journal is rambling sets of verbiage that represent a stream of consciousness with no particular point, purpose, or audience. Besides that, through dialogue journals, teacher can become better acquainted with their students, in terms of both their learning progress and their effective states, and thus become better equipped to meet students' individuals need.<sup>9</sup>

According Peyton, dialogue journal is a written conversation in which a students and teacher communicate regularly (daily, weekly, etc. Depending on the educational setting) over a semester, school year, or course and where the teacher is a participant in an ongoing, written conversation with students, rather than an evaluator who corrects or comments on the student's writing.<sup>10</sup> It means that a dialogue journal is written what students thought and feelings about everything, they imply in conversation between the students and a teacher. The students can write as much as the students want and the teacher comments the students' writing. The comment should motivate the students to write.

The previous Research on Dialogue Journal technique was conducted by Gundah Basiswi and Anik Nunuk Wulyani entitled "The Effectiveness of Dialogue Journal in Improving Students' Writing Skill in Narrative Text of

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<sup>8</sup> H. Dougnals Brown, *Language Assessment Principle and Classroom Practice*, New York: Pearson Education, Longman, 2004, p.260

<sup>9</sup>*Ibid.* P. 260

<sup>10</sup>Peyton J.K, *Dialogue Journals :Interactive Writing to Develop Language and Literacy*. Erick Digest. Retrieved from ERIC database 1993, p.2

the Eleventh Graders”.<sup>11</sup> The research used experimental research design. It focused on the effectiveness of dialog journal in improving students’ writing skill. Here, dialog journal means that the students do a conversation with their teacher or their friends in the form of written text. The result of this research showed that dialogue journal gave positive impact to the eleventh graders’ skill in writing narrative text of. This result indicates that dialogue journal was effective in improving the students’ writing skill in narrative text of the eleventh graders of SMAN 4 Malang.

Second previous research is Lia Andriana Safitri in her thesis “The effectiveness of Dialogue Journals in Teaching Writing viewed from students’ creativity”.<sup>12</sup> She conducted this study in the third grade science students of SMA Negeri 1 Karang anom Klaten. She found that dialogue journal is more effective than guided writing, students having high creativity has higher writing skill and there is interaction between teaching techniques and students’ creativity to teach writing. Moreover, it is effective with the study. Lia’s research focus of seeing the effectiveness of dialogue journal through students’ writing creativity while in this study emphasize on how can dialogue change students’ evaluation toward their writing ability which is low to be higher than before.

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<sup>11</sup> Gundah Basiswi, Anik Nunuk Wulyani, *The Effectiveness Of A Dialogue Journal In Improving Students’ Writing Skill In Narrative Text Of The Eleventh Graders*, (State University of Malang, 2012), p, 7

<sup>12</sup> Lia Andriana S, *The effectiveness of Dialogue Journals in Teaching Writing viewed from students’ creativity*, (Surakarta : Sebelas Maret of University, 2016), p,30

Another research conducted by Yunda Lestari, her title is “Dialogue Journals In Improving Students’ Writing Descriptive Text”.<sup>13</sup> She say that Dialogue Journal was effective in teaching writing to the eleventh grade students of SMA Kurnia Jaya Batumarta, especially in teaching writing descriptive text. It can concluded that Dialogue journal improve students’ writing descriptive text at the eleventh grade students of SMA Kurnia Jaya Batumarta. Dialogue journal was a good alternative technique in teaching writing skill to increase students’ ability in writing descriptive text. The teacher can applied this method in writing activity.

Based on the previous research we know that Dialogue Journal can help the students to improve students' writing ability. There were some differences between the previous research and current research. The first previous research, Dialogue Journals has been done to teach writing in narrative text, meanwhile the current researcher was conducted to teach writing ability in descriptive text. The second previous research, Dialogue Journals was conducted to teach writing in Teaching Writing viewed from students’ creativity but the researcher was taught writing ability in descriptive text. The last previous research with the current research was similar that Dialogue Journals has been done to teach writing in SMA Kurnia Jaya Batumarta, Entitled Dialogue Journals In Improving Students’ Writing Descriptive Text mean while the current research was conducted the research at Mts Al-Hikmah, Kedaton Bandar Lampung, and previous

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<sup>13</sup>Yunda Lestari, *Journal of English Education Literature and Linguistic Vol. 1 No. 1 may 2018*, p,23

research used Classroom action research (CAR) the current researcher used Experimental Research (quasi experimental design).

Based on Explanation, the students could enjoy their study and increase the students' writing continually and enjoy learning a foreign language. Students also be creative while they were writing a sentence form. Thus, the researcher would like to observe the usage of the Dialogue Journals Technique in the student's writing ability in descriptive text. And the researcher is interested in conducting a research about The Influence Of Using Dialogue Journals Towards Students' Writing Ability In Descriptive Text at The First Semester of The Eight Grade of MTs Al-Hikmah Bandar Lampung in the academic year 2019/2020.

#### **B. Identification of problems**

Based on the background of the above problems, researcher identified the research problems as follows:

1. Students' writing skill is low.
2. Students have difficulty in writing, especially in writing descriptive texts.
3. Students get bored, because the teacher always uses the same technique.

### **C. Limitation of problem**

Based on the identification of the problem above, the researcher focus on descriptive text writing ability with dialogue journals technique and focus on types of writing performance in responsive writing.

### **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the problem in this research formulated as follows: “Is there any significant Influence of Using Dialogue Journals towards Students’ Writing Ability In Descriptive Text?”

### **E. Purpose of the Research**

Based on the formulation of the problem above, the purpose of the research is to know whether influence of Using Dialogue Journals Technique towards students’ descriptive text or not.

### **F. Significance of the Research**

This Research expects that there is some significance of the research and they were as follows:

1. Theoretically, to give information for the English teacher about the influence of Using Dialogue Journals towards students’ descriptive text writing ability.
2. Practically, to motivate the students to learn English their writing ability.



## **G. Scope of the Research**

In this research, the researcher will determine the scope of the research as follows:

### **1. Subject of the Research**

The subject of the research was the students of the eighth grade of MTs Al-Hikmah, Kedaton Bandar Lampung in the academic year of 2019/2020.

### **2. Object of the Research**

The object of the research was the Use Dialogue Journals and Students' Descriptive Text writing ability.

### **3. Place of the research**

The place of the research was conducted at MTs Al-Hikmah Kedaton Bandar Lampung.

### **4. Time of the Research**

The research was conducted at the first semester in the academic year of 2019/2020

## CHAPTER II LITERATURE REVIEW

### A. Teaching English as a Foreign Language

Teaching is a process of showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.<sup>14</sup> From that explanation above, we know that teaching is a complex activity which does teachers in delivering the knowledge to students, until the learning process take a place. The purpose of these complex activities, namely regulating student learning activities, and providing stimulation, guidance and encouragement guidance to students.

According to setiyadi, Language teaching is influenced by ideas on the nature of language and learning conditions that make learner to acquire the language. Difference in language theories, may affect the selection of the teaching material and differences in learning theories may affect the teaching method.<sup>15</sup> It means that One task of educators is to provide a fun learning atmosphere. Educators must find ways to make learning fun and put aside threats during the learning process. One way to make learning fun is to use fun teaching materials, namely teaching materials that can make students feel interested and happy to learn the teaching material.

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<sup>14</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*, (4th Ed) (New York: Addition Wesley Longman, 2000), p.7

<sup>15</sup>A.g Bambang Setiyadi, *Teaching Englis as a Foreign Language*, (Yogyakarta, Graha Ilmu, 2006), p.20

Thus creating a pleasant learning environment, making it easier for students to learn, and teaching teachers.

Teaching English as a foreign language that English is taught by people which English is not their mother tongue or their native language. It is supported by harmer, English as a foreign Language is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitor target language country.<sup>16</sup> From the explanation above, it means that English is international language, but in our country English as foreign language not be used to communicate in daily activity.

According to Broughton says that in the rest of the world, English as a foreign language, that is taught in schools often widely, but it does not play an essential role in national or social life.<sup>17</sup> English as a foreign language means that English is second language as any language other than their mother tongue or their native language. Language acquisition is the process by which language develops in human.

Based on explanation above, the researcher concluded that teaching English as a foreign language is used by the people not as their daily communication or their mother tongue, but only for focus on learning English. Then, English does not play essential role in social life, because they learn English only as one of the subject that should be

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<sup>16</sup>Jeremy Harmer, *How to Teach Writing*, (Exssex : Longman Person Education Limited, 2004), p.39

<sup>17</sup>Geoffrey Broughton, et.al., *Teaching English as a Foreign Language* (2<sup>nd</sup> Ed)(New York: Routledge, 1980), p.12.

passed. But English is very important to be learned by learners in elementary school up to university.

## **B. Writing**

### **1. Definition of writing**

Raimes state that writing is skill in which we express idea, feeling, and thought in written form by using eyes, hand, and brain.<sup>18</sup> Based on the explanation above, it can be concluded that writing is an activity in the form of pouring ideas or ideas with complex abilities in the form of letters and numbers symbolically in a systematic manner so that they can be understood by others.

Hyland also state that writing is a way of sharing personal meaning and writing courses emphasize the power of individual to construct his or her own views on a topic.<sup>19</sup> From this explanation we know, Besides that writing is one way to send message and information from the writer to reader. Writing also one of the ways that people can do to transmit information and give their views on some topics in written form.

Moreover, byrne say that writing is procedure a sequence of sentences arranged in particular order and linked together in certain ways. The sequence may be very short perhaps only two or three sentences have been putting in order and linked together, they from a coherent whole.<sup>20</sup> It means that when writing, we must make suitability between paragraphs, so that

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<sup>18</sup>Ann Raimes, *Technique in Teaching Writing*,(London : Oxford American English, 1983),p.3

<sup>19</sup>Ken Heyland, *Second Language Writing* (New York : Cambridge University, 2003),p.9

<sup>20</sup>Donn Byrne, *Teaching Writing Skill (New Edition)*, (Longman: London, 1993), p,3

they are arranged neatly, according to facts, ideas and become a logical whole for the reader.

From all the definition above, the researcher conclude that writing is an activity to express ideas contained in the mind, to share message with the reader. Writing also needs to pay attention to paragraph conformity so that it is arranged neatly.

## **2. Process of Writing**

Writing process is private activity. Writing process can help them in composing their thought into paper. Oshima state that the process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.

### **a. Step 1 : Prewriting**

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

### **b. Step 2 : Organizing**

The next step in the writing process is to organize the ideas into a simple outline. Make a simple outline listing the ideas in the order you will write about them. Use the outline to guide you as you write.

### **c. Step 3 : Writing**

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You



will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all. this is just a rough draft. You will fix the errors later.

#### d. Step 4 : Polishing: Revising and Editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).<sup>21</sup>

Based on explanation above the researcher concluded that writing process is activity to express the knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message. There are some steps in writing that can be done recursively, planning, drafting, editing, final product.

### 3. Assesing Writing

#### a. Types of Writing Performance

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1. *Imit.ative*. To produce written language, the learner must attain skills in the funqamental, basic tasks of writing letters, words, punctuation, and

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<sup>21</sup>Alice Oshima and Ann Houge, *Introduction to Academic Writing, third Edition*, (New York : Longman, 2007), p.15

very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

2. *Intensive (controlled)*. Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. *Responsive*. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

4. *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of

multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proof reading of a draft.<sup>22</sup>

From the explanation above, the researcher can conclude that there are some types of classroom writing performance that can be used by students. The first is imitative, in this performance the students must understand the basic point for writing. The second is intensive writing, in here the students must focus on content of vocabulary, grammatical, sentences, meaning and context. The third is responsive, the students should connect sentences into two or three paragraphs, which are logically, in genre of text such as narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. The last is extensive, the students will try to perform successfully all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

#### **b. Micro and Macro Skills of Writing**

In order to be able to perform the writing process, learners need to acquire the micro-skills and macro-skills of writing. More detail description is given by Brown. He states that micro-skills are related to imitative and intensive types of writing task whereas macro-skills are related to responsive and extensive writing. The descriptions are as follows:

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<sup>22</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, P.218

1. Micro-skills

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules.
- e. Express a particular meaning in different grammatical forms; and
- f. Use cohesive devices in written discourse.

2. Macro-skills

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meaning when writing;
- e. Correctly convey culturally specific references in the context of the written text, and
- f. Develop and use a battery of writing strategies, such as accurately assessing in the first draft, using paraphrase and synonyms, soliciting

peer and instructor feedback, and using feedback for revising and editing.<sup>23</sup>

#### 4. Writing Ability

In learning language, writing is one of skill that become exclusive domain needed in global literature community to communicate ideas in writing language, such as scientist, business transaction, records, and legal documents, political, and military agreements. Writing is standard of exciting learning process for students' at all level of English.<sup>24</sup> It means that writing has steps that involve students through in organizing ideas. Writing is productive skill that's supported by receptive skill. When students want to formulate the ideas, the students have to have sources to help the critical thinking receptive skill. From receptive skill whether Reading or listener are able to help students of producing language in written because writing can stimulate and support critical thinking skills while showing what students do not understand.<sup>25</sup>

The ability to write well in English has become increasingly important for students. It is caused that writing ability further depends on students' ability to think clearly about substantives matters.<sup>26</sup> It

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<sup>23</sup>H. Douglas Brown, *Language Assesment: Principles and Classroom Practices*. (San Francisco: Addison Wesley Longman, Inc. 2004), p. 220

<sup>24</sup>Lewing Larry, *Paving the way in Reading and Writing: Strategies and activities to support struggling Students in Grade 6-12*, First Edition. ( Josse-bass: a willey imprint, 2003) p.22

<sup>25</sup>Jennifer Lyn Craig, *Intergratting Writing Sstrategies in ELF/ESL University Context*, (New york and London: Routledge, 2003) p.115

<sup>26</sup>Nicke Anderson, et al. *The Teaching of Thinking*, (Hillsdale: Lawrence Erlbaum Associates, 1985)

means the Writing Ability is an ability to comprehend and produce grammatical sentence.

According to Heaton, five major aspects are accompanied by explicit description of what is mean by the different band-scales. The criteria of good writing are:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write in appropriate manner).
- c. Vocabulary (the ability to use of word/idiom).
- d. Language use (the ability to write appropriate structure).
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).<sup>27</sup>

## **5. Teaching Writing**

Writing is one of the language skills in English that should be required by the learners. To help the learners to master writing skill the teacher should have certain approach related to the goal in order to improving learners' writing ability. Traditionally there have been two main approaches to teaching writing: a skill-based approach and more recently, the process approach.<sup>28</sup> To achieve the goal, the teacher should consider to several approach, especially when teaching writing. Furthermore, Harmer says that teaching writing is focus on product and

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<sup>27</sup>J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135.

<sup>28</sup>Peter Westwood, *What Teachers Need to Know about Reading and Writing Diffiulties*,(Acer Press, 2008), p.70



writing process.<sup>29</sup> Consecutively, teaching writing to the learners focus on what learners can produce through long process starting from brainstorming up to final product.

Teaching writing is different from teaching any other language skill. In addition to, teaching writing covers teaching of language ability, because the process of this activity engaging is the combination of all teaching process. The learners firstly given knowledge about the procedural of writing, after it has been given the learners are asked to make sentences. It is to measure whether the material achieved well or not by the learners' writing product.

Teaching writing is not only about how to make good writing ideas, but also make the learners' writing ability better than before. The learners should know precisely where they should put the position of their words. Harmer says students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.<sup>30</sup> In the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself. The procedures of teaching writing can be described as follows:

a. Pre-writing Activity

In pre-writing activity, the teacher will give apperception to the learners by asking the questions.

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<sup>29</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1999),p. 257.

<sup>30</sup>*Ibid*, p.128.

#### b. While-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of narrative text.

#### c. Post-writing Activity

The last is post-writing activity. In this section, the teacher will ask to the learners to make a narrative text. After that the learners should check their work. It should be done to find out the mistakes of some aspects of writing. After that the learners can rewrite their work and the teacher asks the students to submit their work.<sup>31</sup>

From the explanation, it can be concluded that teaching writing focuses on the product and writing process. The writing process is the procedures when teaching writing to the learners. They are pre-writing activity, while-writing activity and post-writing activity, after the teacher knows the procedures of teaching writing, she/ he can focus on how to improve learners' writing ability by those certain processes.

### 6. Text

#### a. Definition of Text

According to Siahaan, a text is a meaningful linguistic unit in a context. A text is a both a spoken text and written text.<sup>32</sup> In a text contain of meaning morpheme, phrase, clause, sentence and discourse

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<sup>31</sup>*Ibid.*

<sup>32</sup>Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: GrahaIlmu, 2008), p.1

or another linguistic unit. A text is not only ideas that conveyed in form of written but also ideas or information delivered orally.

According Derewianka, A text is any meaningful stretch of language, oral, or written.<sup>33</sup> But of course not all texts are the same, and a functional model of language tries to describe the ways in which they differ. That means that text is an expression that has content or meaning but means differently. Because there are several different types of text.

Furthermore Anderson said that a text is when these words are putting together to communicate a meaning, a piece a piece a text is created. There are two main categories of texts-literary and factual.<sup>34</sup>Text is arranging of words to be a sentence in order to deliver a message or information.

From all the explanation above, it can be conclude that text is a contains expressions that have structure, content, purpose, which are conveyed in written form. The text also has several different types and meanings in its delivery. Therefore the structure of the text varies depending on the type of text itself.

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<sup>33</sup>Beverly Derewianka, *Exploring How Text Work*, (Laura street Newtow: primary English teaching association, 1990), p.17

<sup>34</sup>Mark Anderson, Kathy Anderson, *Text Types in English*, (New York: Macmillan, 1997), p.1.

## C. Descriptive Text

### 1. Definition of Descriptive Text

Descriptive text is one of kinds the text that students learn in the school. The students also should be mastered how to make descriptive text well. Descriptive text refers to the senses, it tells how something looks, feels, smells, tastes, and sounds. A good description a word pictures, the reader can imagine the object, place, or person in his or her mind.<sup>35</sup> The other opinion said that descriptive paragraph characterized by sensor details, which appeal to the physical sense and detail that appeal to reader emotional, physical, or intellectual sensibilities.<sup>36</sup> It can be concluded that descriptive text provides an illustration of people, place, situation, thoughts and feelings.

Blanchard and Root state that writing is description is like creating a picture using words. The most important in description is to make it in good description though specific detail that create appropriate with the picture.<sup>37</sup> It means that in descriptive text, the students must describe what is look like the object details. As the result, the readers get information about object or picture clearly.

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<sup>35</sup> Alice Oshima and Ann Houge, "Introduction to Academic Writing, third Edition", (New York : Longman, 2007), p.61

<sup>36</sup> Faisal, *The effectiveness of FRESH Technique to teach Descriptive Paragraph*, n.d, p.242

<sup>37</sup> Karen Blanchard & Chirstine Root , *Ready to Write* ,(Longman : Person to Education, Inc, 2003), p.69

Descriptive is a text which talks about or describe on a particular person, place, or thing.<sup>38</sup> Its purpose is to describe and reveal particular person, place, or thing. According journal written by Mardiyah, Saun and Refnaldi share idea about the purpose of descriptive text quoted of this book entitles “English for general purpose”, written by rosa state that English general purpose the object identified is describe in description such as colors, shape, weight, height, size, etc.

Based on explanation above, it can be conclude that descriptive text is a text that describe of people, place, thing, or events using appropriate details. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

## **2. Generic Structure of Descriptive Text**

According to Gerrot and Wignel, state that descriptive text has generic structure as follows:

### **1. Identification: identifies the phenomenon to be described**

In creating Descriptive text, the first thing to do is to make identification. It introduces or identifies the phenomenon to be described. It tells about the name, the address, or location of the object.

### **2. Description of features : describes part, qualities, and characteristics**

Description is the second element of the generic structures of descriptive text. It tells about what the phenomenon, introduced in the

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<sup>38</sup>Flora N, “*Modul 14 Pendalaman Materi Bahasa Inggris SMA*”,(Bandar Lampung: Universitas Lampung, 2010),P.24

identification, look like. It is to say that identification is the opening of the descriptive text, while description is the body of it.<sup>39</sup>

From explanation that, we know the students make a descriptive text based on rules of generic structure. There are identification and description.

### **3. Language Features of Descriptive Text**

- a. Linking verbs (is, are, was, were)
- b. Some action verbs (climb, sing, kick, etc)
- c. Non-action Verbs ( have, has, consist of, etc)
- d. Simple present tense (timeless)
- e. Passive sentence (is made of)
- f. Descriptive language : what they look life, what they have, what they do.<sup>40</sup>

### **4. Types of Descriptive Text**

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:

- a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- b. Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.

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<sup>39</sup>Ika Sastrawati, *Improving the Students' Ability To Write Descriptive Paragraph Through DLC Technique*, (Journal of English Education Departement, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar VOL. 4 No. 1 mei 2015)

<sup>40</sup>Flora N, *Op Cit*,p.24

- c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.<sup>41</sup>

From the explanation above, the researcher will use types of Descriptive Text people, animals, and things.

The following text bellow are the example of Descriptive Text:

### **My Family**

My family have four members : those are I, my brother, and parents of course. My mother is 47 years old. Her name's Annisa. She's thin faced and she's got long blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good looking, always well dressed and elegant.

My father Lukmat is 5 years older than my mother. He is 52 years old. In spite of his age he's still black haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. his cooking and his meals are always very tasty as well as my mother. Finally, my brother Reza. He is 14 years old. He is also black haired and green eyed. He is rather improved. But he is very sensible, smart, and co-operative. Right now he is studying Arabic. They all except me, speak Javanesevery well, because we were living in yogyakarta for 5 years.

### **D. Students' Descriptive Text Writing Ability**

Writing is one way to send the message or information from the writer to a reader. Writing is called as the written productive language skill.

This is the skill of the writer to communicate information to the readers.<sup>42</sup>

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<sup>41</sup>Joyce Amstrong Carrel , *Writing and Grammar Communication and Action*. America : Prentice Hall 2001, p.101

<sup>42</sup>Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*,p. 121



It means, that writing is the skill to make a product in written form, it can be a tool communication both writer and reader. In this case, the type of written form is descriptive text.

Descriptive text is a text that has function to describe an object clearly. In description an object we must use our experience and sense to represent the things look, smell, and feel. Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of unit of time-days, time-of day, or season. It may tell about their traits of characters of personality.<sup>43</sup> It means that descriptive text is a type of writing, which describes person, places, or thing clearly and present details dealing with a pattern that help the reader understand what the writer explain.

In making descriptive text, there is ability that must be tested, measure the writers' writing ability. In this case, the writer is the students. According to Wiggle, writing ability is the skill that want to test and that the writers are likely to engage in.<sup>44</sup> In additionally, Yeon states that writing ability is writing assessment in English class as a way of evaluating performance and it should be specified before practical assessment procedure is designed.<sup>45</sup> It means that writing ability is the ability of the writer to make a written form that is measured in

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<sup>43</sup> George E. Wishon and Julia M. Burks, Loc. Cit.

<sup>44</sup> Sara Cushing Weigle, *Assesing Writing*, Cambridge: UK: Cambridge University Press.2002, P.2

<sup>45</sup> Jyi-Yeon, Defining Writing Ability for Classroom Writing Assessment in High Schools, 2009, Available on: <http://files.eric.ed.gov/fulltext/EJ921024.PDF> January,27th2018, p. 54

assessment. According to Tribble, the measuring of writing ability consists of content, organization (form), vocabulary, language use and mechanics.<sup>46</sup>

Based explanations above, the researcher concludes that the students' descriptive text writing ability is ability of the students to describe an object in detail in a form of a text which fulfill five aspect in writing: content, vocabulary, language use, organization and mechanics.

## **E. Dialogue Journal**

### **a. Definition Dialogue Journal**

Yoshihara mentioned dialogue journals are believed to positively affect ESL students' linguistic competence, understanding of course content, and ability to communicate in written English. It is often used as a supplementary activity outside the classroom over an entire semester or academic year, and is not subjected to error correction or grading. A dialogue journal, often used as a supplementary activity, is a written conversation between a student and teacher who write regularly to each other over a course of study. Whereas classroom writing is an essential academic requirement, writing outside the classroom can be a useful tool to enhance writing skill and dialogue journals writing may motivate students to write more.<sup>47</sup>

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<sup>46</sup> Cristopher Tribble, *Language Teaching Writing*, (Oxford:Oxford University Press, 1996), p.130

<sup>47</sup>Yoshihara, in Yunda Lestari, *Dialogue Journal in Improving Students' Writing Descriptive Text*, (Journal of English Education Literature and Linguistic Vol. 1 No. 1 may 2018.p, 26

According to Barkley et al, Dialogue Journal is record their thoughts in a journal that they exchanges journal with a peer for reads and responds to the entry with comments and questions. Dialogue journal offer a formal medium for students to records their thoughts, connect coursework to their personal lives, and ask each other students. Journal can be particularly effective when writers know that someone who is also interested in the topic will read and respond to their entries.<sup>48</sup>

Moreover, peyton say that dialogue journal is a written conversation between the teacher and the student. The topic is random and the role of the teacher is not to directly correct students' writing, but to communicate and stimulate the student to write.<sup>49</sup>The student writes freely to the teacher as in a letter. The teacher answers questions and makes comments about the student's entry, making sure the answers provide correct structures, grammar and spelling. From the teacher's reaction and not from any particular corrections students discover in the "dialogue" how the correct form of the entry should be. The student then tends to refer to more correct structures in further entries.

From those explanations above, the researcher concluded that dialogue journals is written conversation what the students; thoughts and feelings about everything, they imply an interaction between a reader (the teacher) and the students though dialogue or response. With use of

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<sup>48</sup>Elizabeth F. Barkley, et al, *Collaborative Learning Techniques : A handbook for college faculty*,(Jossey Bass : America, 2005), p. 236

<sup>49</sup>Peyton, Joy Kreeft. "Dialogue Journals: Interactive Writing to Develop Language and Literacy" ERIC Digest. ED354789. (00 Apr. 1993). 9 July 2008, p. 3

dialogue journal, the teacher can make use the functional language that the students already have and bring them to level where they can begin to write in essay form. Moreover, with dialogue journal students a written conversation with dialogic conversation and responsive relationship between a learner and more competent person in the foreign language.

#### **b. The Procedures of Dialogue Journal**

There are two experts explained the steps usage in teaching writing. The usage of dialog journal in teaching writing is explained by Sara Denne-Balton said that Procedure of dialog journal as follow:

1. Choose what kind of notebook or binder for the students use for their journal.
2. Decide where the journals will be kept, taking into account the need for confidentiality, will the students take the journal home, or will they be locked up in the classroom. The decision will depend upon where the journal writing going to take place. Allowing students to take their journals home gives them the chance to continue writing into the weekend or at night and more easily get into the habit of writing.
3. Plan writing routine ahead of time.
4. Choose how often the teacher will respond to students' entries

5. Consider whether the teacher want the journal entries to follow a particular format.<sup>50</sup>

Moreover, Barkley et al said that there are several steps in using Dialogue Journal, They are:

1. On a fresh page in the journal, students draw a vertical line about one third of the page from the right margin. The writers in the left the responder writers in the right.
2. The writer enters comments or questions after reading assignments, hearing a lecture, performing a task, engaging in an activity, or listening to a discussion, and dates and signs the entry.
3. The writer gives the journal to the responder, who reads the entries and responds with comments, suggestions, answers, questions, and so forth, also dating and signing the entry.
4. The instructor may read the journals to clarify points, answer questions, and comment on or evaluate the quality of observations and responses.<sup>51</sup>

The researcher constructed these two theories because she anticipated whether the technique could be directly applied to the students or not. By constructing the theories, she could add or remove the step which is not appropriate to the situation and condition of

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<sup>50</sup>Sara Denne-Balton, *The dialogue journals: a tool for building better writers*,(South Africa English Teaching Forum,2003)p,8-9

<sup>51</sup>Elizabeth F. Barkley, et al, *Collaborative Learning Techniques : A handbook for college faculty*,(Jossey Bass : America, 2005),p.236

learning process. Based on procedure above the researcher did construction in using dialogue journal technique in teaching writing:

- a. In the first meeting, the researcher will explain what dialogue journal is, and relate that with descriptive text.
- b. The researcher will give the example of dialogue journal about descriptive text, and the researcher tell the students to Choose kind of notebook or binder for the students use for their journal.
- c. The researcher tell students to start writing journal about descriptive text, the students can choose the topic, like animals, person or thing.
- d. Carefully plan how you will use dialogue journals to your class. Then, the researcher will check the students writing and collecting the students' assessment.
- e. The researcher may read the journals and give feedback or response. Then, give back their journals.
- f. Students will receive back the journal they have made and they will read feedback or respond from the teacher.
- g. Students can give respons or comment after read the fedback from teacher.

#### **c. Advantages of Dialogue Journal**

There are some advantages students get after using dialogue journals. The enhancement in communication between the teacher and

students is the most important advantages. It makes student practice authentic language.

1. Writing fluency is increased when students keep on writing dialogue journals because they do not need to worry about the content and correctness. While writing such journals, they aim to express their-self, disregarding whether or not their sentences will be grammatically accurate so that they do not have pressure on maintaining grammatical accuracy and the structure of a certain genre, but the flow of their ideas. When they write focusing on their meanings or expressions over a relatively extended period, their writing fluency is significantly improved.
2. With the help of dialogue journals, students and teacher can build a good rapport between them. When they interact through written dialogues, they get to know each other. Reading their journals entries, the teacher know their students from various dimensions such as academic, social, personal, etc. Therefore, they can better cater the needs of the students by tailoring the tasks or texts that are suitable for them. “Through dialogue journals, teachers can become better acquainted with their students, in terms of both their learning progress and their affective states, and thus become better equipped to meet students’ individual needs.
3. Learners are empowered through dialogue journals. They bring their experiences which can be connected to the additional



information or ideas they receive in the class for creating new knowledge. For this reason, they build a sense of ownership for the knowledge or meaning they create on their own.

4. Finally, with the help of dialogue journals, second or foreign language learners' habit of editing the language before producing certain utterances or sentences can be avoided.<sup>52</sup>

#### **d. Disadvantages Dialogue Journal**

Dialogue Journal also has disadvantages they are:

1. Correctness of the Writing

Peyton states that teachers should correct in grammatical mistakes, without interrupting the flow or disturbing the meaning thoughtfully.

2. Facilitation of language learning.

Responding regularly to students' entries, in addition to preparing for the next class, can be overwhelming.

3. Writing that is overly personal.

Teachers need to be careful not to discourage students' enthusiasm with excessive correction. It can happen that some students'.

Writing become more personal<sup>53</sup>

From the explanation above we know that dialogue journals have many advantages since it stimulates reflection for the students and from

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<sup>52</sup>Lal Bahadur Rana, *The Use of Dialogue Journals in an ESL Writing Class from Vygotskian Perspective* (Journal of NELTA Surkhet Vol. 5 January, 2018)

<sup>53</sup>J.K Peyton, *Dialogue journals : interactive writing to develop language and literacy*, Retrieved from ERIC database

the teacher. Not only has advantages but dialogue journals also has some disadvantages, so to overcome the problems, students must write correctly and carefully when write a journals.

## **F. Picture Word Inductive Model (PWIM)**

### **1. Definition of PWIM**

Calhoun state that Picture Word Inductive Model (PWIM) is a model of teaching that uses picture and words to stimulate students' thinking inductively, from specific thinking (see the picture) to general thinking (make the words that available become paragraph).<sup>54</sup>

According to Hardon stated, that Picture Word Inductive Model (PWIM) is an approach to teach writing by using picture that contain objects and events that are familiar to lure students take a words and their vocabulary.<sup>55</sup>

Picture words inductive model is designed to teach reading, writing, and the language system.<sup>56</sup> Because of that, this technique is predicate can help the students to solve their problems in writing. This technique leads the students to identify each object in a picture.

Based on explanation above, PWIM can be conclude as a model of teaching uses pictures and words to stimulate students thinking. Then,

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<sup>54</sup>Emily Chalhoun, *teaching begining Reading and Writing with the Picture Word Inductive Model*,(alexandria, VA: Association for supervission and curriculum development,1999), p. 5

<sup>55</sup>Hardon in thesis Dwi Yunianti, *The effectiveness of Picture Word Inductive Model (PWIM) for teaching writing Recount Text*, (Purwokerto : English Education Dapertement Teacher Training and Education Faculty Muhammadiyah University of Purwokerto, 2015),p.33

<sup>56</sup>Emily Chalhoun, *teaching begining Reading and Writing with the Picture Word Inductive Model*,.....p.21

this technique can use to teach reading, writing, and the language system.

## **2. The Procedure of using PWIM**

Chalhoun states that there are some steps of using PWIM. There are follows:

1. Select a Picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (draw a line from the identified object or area, say the words, ask students to spell the words aloud and then to pronounce it .
4. Add the word, if desired, to the picture chart and to the words banks.
5. Lead students into creating a little for the picture words chart. Ask students to think about the information on the chart and what they want to say about it.
6. Ask students to generate a sentence, or paragraph about their picture and word. Ask students to make sentence into good paragraph.
7. Read and review the sentence and paragraphs.<sup>57</sup>

Moreover, Altieri in Hidayat says the procedure of Picture Word Inductive Model (PWIM) are:

1. Select an illustration, or some other types of picture that represents a content area topic, the class will be discussing.

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<sup>57</sup>Emily Chalhoun, *Op.Cit*, p.3

2. Ask the students to tell you what they see in the picture.
3. Read and review everything the class wrote.
4. Decide if there are any words that student might want to add.
5. Talk. About titles are used for picture and chapter in the text.
6. Draw student's attention in the word.
7. See if any of students can take a word from the chart and create a sentence using the word.
8. Help the students take the sentence and create a class paragraph.
9. Read through the paragraph.
10. Leave the chart up in the classroom.<sup>58</sup>

Based on two procedures above, the researcher construct that procedure of teaching writing by using PWIM as follows:

1. The teachers give them pictures that appropriate with the topic about descriptive text.
2. Ask students to identify what they see in the picture. Label the picture parts identified. (draw a line from the identified object or area, say the words, ask students to spell the words aloud and then to pronounce it).
3. Read and review everything the class wrote.
4. Decide if there are any words that student might want to add.

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<sup>58</sup>Rachmat Hidayat, Thesis S1-degree, *Teaching Writing by Combining Sentence Stem and PWIM (Picture Word Inductive Model) Strategies at Senior High School* ( Sumatra Barat: TKIP PGRI Sumatera Barat), p.4

5. Lead students into creating a little for the picture words chart.  
Ask students to think about the information on the chart and what they want to say about it.
6. Draw the students' attention to the word and see if any students can take a word from the chart and create a sentence using the word.
7. Ask students to generate a sentence, or paragraph about their picture and word. Ask students to make sentence into good paragraph.
8. Read and review sentences and paragraph.

### **3. The advantages of Picture Word Inductive Model (PWIM)**

Chalhoun states that there are some advantages of PWIM ,thus advantages as a follow :

- a. This Technique can help students learn grammar and mechanic.  
The pictures are use the visual imagination that will provide students to learn about vocabulary, phrases, and sentence that are new to students.
- b. Students are guided to discover patterns and relationship in Learning English, so that they can apply it to other new words that they would learn outside the learning activity.
- c. Students can hear and spell words correctly and then can be participate by writing and pronounce the words correctly.

d. Students gain other advantages through modeling by the teacher on key words and new concept. Furthermore, through training and more extensive learning, students can learn to make sentence or paragraph related to the vocabulary used.<sup>59</sup>

#### **4. Disadvantages of Picture Word Inductive Model**

There are several disadvantages using PWIM technique as follow :

1. The teacher should be aware about the size of the picture.
2. The size of the picture should be appropriate to the number of the class.
3. The model is time consuming.
4. Cannot be used for all subjects.

From this explanation we know, with use PWIM takes a lot of time and this technique cannot be used for all subjects. Therefore, the researcher tells another technique that is Dialogue Journals. With use dialogue journals the teacher not only teaching writing, but teacher can communication with students. There are another benefits using dialogue journal: extending contact time with students and getting to know them in a way that may not be possible, management of classes with students of varying language, ability, and interest level, and optimal language learning conditions.

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<sup>59</sup>Emily Chalhoun, *Loc.Cit*,

### **G. Frame of Thinking**

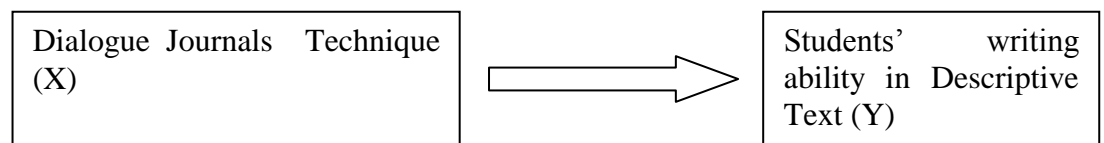
Writing is skill in which we express ideas which are arranged in words sentences and paragraph by using eyes, brain and hand to convey message to reader. Writing is a tool written communication between the writer and the reader. The students may have writing class in their school, but they find some difficulties, like how to start writing, find some sentences that have relationship with the topic, etc. So that, the teacher must find and use effective techniques or strategies in order to invite the students' interest.

Moreover, in writing a certain type of text, writers have to deal with certain language features. In writing descriptive text, the writers deal with details and characteristic feature of person, thing or place. Therefore, writers need good vocabulary mastery in order to be able to describe someone or something clearly. With that poor mastery, students often have problem in choosing the appropriate words to provide information about subject.

Those elements of writing can be developed with practice. The ability to write the better sentence and choose the better word does not come from a book, but with experience. To help the students improving their writing ability, the teacher should implement technique in the writing instruction and provide the students with appropriate trainings. Besides that, the students also need to train their selves to develop their writing skill.



The teacher should choose an appropriate learning technique to apply in writing class. Dialogue Journal Technique is suitable to be applied in writing class. It can improve the student's ability at writing descriptive text interactively because this technique is done in pairs that the students can cooperative with others. To make the conceptual framework more clear, so it can be seen the following draft:



Based on the draft above, it can be seen that the teaching learning technique has affected to student's ability in learning. It means, if the teacher does not use dialogue journals technique during teaching learning process, it can make the students bored and it can make their ability low. But if the teacher has used various learning technique in teaching learning process, it will help the students to have more interest in learning, especially in studying descriptive text.

## H. Hypothesis

The researcher formulated the hypotheses of this research as follows:

$H_0$  : There is no significant Influence of Using Dialogue Journals Technique towards Students' Writing Ability in Descriptive Text at the first semester of the eight grade at MTs Al-Hikmah, Kedaton Bandar Lampung in the academic year of 2019.

H<sub>a</sub>: There is a significant Influence of Using Dialogue Journals Technique Towards Students' Writing Ability in Descriptive Text at the first semester of the eight grade at MTs Al-Hikmah, Kedaton Bandar Lampung in the academic year of 2019/2020.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this study, researcher used quasi experimental design. Because in order to know that the influence of using dialogue journals in teaching descriptive text writing ability. Sugiyono said that, "Experimental research is a research method used to find the effect to perform treatment on another is a controlled condition."<sup>60</sup> It means that Experimental design is the traditional approach to conducting quantitative research. Moreover, Ary States that experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>61</sup> It means that experimental design is a research design that is used to find the influence of one variable to another.

Quasi experimental design is a research design that includes assignment, but it is not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>62</sup> It means that we do not have the opportunity for random assignment of students to special groups in different conditions because it would disrupt the classroom learning.

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<sup>60</sup> Sugiyono, *Method Research Education Approach Qualitative, qualitative and R & D* (Bandung: 2016, p.7)

<sup>61</sup> Donal Ary, *Introduction to Research in Education*, (8<sup>th</sup> edition), (Canada: Wardsworth, CengageLearning, 2002), p. 301

<sup>62</sup> John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309.

From the above statement, the researcher used quasi experimental design to know the writing ability of the students by using two methods of living two get lost. Researcher used quasi-experimental methods, since the results of the quasi experimental design do not provide full control, it is imperative that researchers are aware of threats to internal and external validity and consider these factors in their interpretation.<sup>63</sup>

In this research, the researcher selected two classes, first class as a control class and second class as an experimental class. The researcher used pre-test and post-test group design.<sup>64</sup>

The design is presented as follows:

G1	=	T1	X	T2
G2	=	T1	O	T2

Notes:

G1 = The first group (experimental class)

G2 = The second group (control class)

T1 = Pre-test. This is given to see the students' initial ability

T2 = Post test. This is given after the treatment to see the result after applying the treatment

X = Treatment with dialogue journals

O = Treatment with using picture word inductive model (PWIM) writing technique.

In this research the researcher used two classes as the sample consisting of experimental class and control class. The experimental class would be taught by using dialogue journals as a treatment (X) and the other class as a control class has been taught by using picture word inductive model (PWIM) technique (Y). In this research, the two groups would be given pre-test before treatment to know the students' early

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<sup>63</sup> *Ibid.* Donald Ary , Lucy Cheser Jacobs, and Chris Sorensen , p, 310

<sup>64</sup> *Ibid*, p. 309

achievement in writing descriptive text. After that, two groups would be given post-test after treatment.

## **B. Research Variable**

The variable is the condition of characteristics by which the experimental class to be investigated. According to Sugiyono, variable is something that can be object of research to get the information of everything about it.<sup>65</sup> Arikunto adds that variable is the object of research or central in the research.<sup>66</sup> It means that variable is all of the something that can be resource or object that we get information for our research and know the influence after giving treatment for target research. In this research there are two variables. They were:

1. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated and measured in the research. Independent variable in this research is Dialogue Journals(X).
2. Dependent variable is variable which is observed and measure to determine the effect of the independent variable. Dependent variable in this research is the students' writing ability in descriptive text (Y).

## **C. Operational Definition of Variables**

The operational definition of the variables is used to describe the variables to be investigated in order for the observer to collect data or information accurately. In this study, they were two variables:

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<sup>65</sup>Sugiyono, *Metode Penelitian Kualitatif, dan R & D*, p.38

<sup>66</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p.96

1. Dialogue Journal is an ongoing written interaction between two people to exchange experiences, ideas, or reflections. It is used most often in education as a means of sustained written interaction between students and teacher to improve they life that they share in the classroom by exchanging ideas and shared topics of interest.
2. Writing is an important, difficult and complex skill in English. It involves several components such as vocabulary, grammar and punctuation. Writing is complicated because it needs to explore the writer's ideas, feelings, and thoughts. Writing is also difficult as it allows students to follow the writing process. Starting from generating.

#### **D. Population, Sample, and Sampling Technique**

##### **1. Population of the Research**

According to Creswell, population is group of individuals who have the same characteristic.<sup>67</sup> The population is all individuals of interest to the writer.<sup>68</sup> Therefore, the population is the subject of our research because the subject is interested in our research. Furthermore, the researcher might not be able to study the entire population of interest. It is important that the sample be representative of the population from which was chosen. Population of the research was all the students at the first semester of the eighth grade at MTs Al-Hikmah, Kedaton Bandar Lampung in the Academic year of 2019/2020 which consist of 104 students in three classes. Here is the table number of students in detail:

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<sup>67</sup>*Ibid.*,p.142

<sup>68</sup>Geofrey Marczyk, *Essential of Research Design and Methodology*,(Canada:John Wiley & Sons,Inc , 2005), p.18

**Table 2**  
**The population of the Students at the Eighth Grade of MTs Al-Hikmah, Kedaton Bandar Lampung in the academic year of 2019/2020**

No	Class	Gender		Number of Students
		Male	Female	
1.	VIII A	20	16	36
1.	VIII B	21	13	34
2.	VIII C	19	15	34
<b>Total</b>		<b>60</b>	<b>44</b>	<b>104</b>

*Source: Document of MTs Al-Hikmah, Kedaton Bandar Lampung*

## **2. Sample of the Research**

The sample of the research used two classes, one class as the experimental class VIII A and VIII Bas the control class. There were three classes of the eight grades at MTs Al-Hikmah, Kedaton Bandar Lampung. In this research, the samples of the research were two classes, one class as the experimental class and another class as the control class.

## **3. Sampling Technique**

In getting the sample from population, cluster random sampling used in this research. Fraenkel and wallen state the selection of groups, or cluster of subject rather than individuals is known as cluster random sampling.<sup>69</sup> The experimental and control class were chosen randomly by using small piece of paper. The name of each class was written in a small piece of paper and then the papers was rolled and shaken. The first paper was an experimental class

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<sup>69</sup> Jack R fraenkel and Norman E. Wallen, *How to Design and evaluate Research in Education*, (new York : Mc Graw-Hill, 2009), p. 95

and the second paper was a control class. In this chance VIII B as the control class and VIII A as the experimental class.

### **E. Data Collecting Technique**

The researcher collected the data using pre-test and post-test. Arikunto stated that test is a number of statement or question used to measure a skill, knowledge, intelligence or talent belonged to individual and group.<sup>70</sup> Based on the definition above, in collecting the data the researcher used pre test and post test. In collecting data, the researcher used test:

#### **1. Pre-test**

Pre-test was given to know the students' writing ability in descriptive text before the treatment. The type of test is written form. The researcher asked the student to make a Descriptive text from the topic that was provided.

#### **2. Post-test**

Post-test was given to know the students' writing ability in Descriptive text after the students get the treatment by using Dialogue Journals.

### **F. Research Instrument**

In this research, the instrument was test. The researcher used writing test forms and writing paragraphs. This test has aimed to measure the students' writing ability. The researcher gave topics to the students that must be chosen. The researcher told the students to make a descriptive text based on the topic that chosen by the students. The researcher made two instruments, they were pre-test and post-test.

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<sup>70</sup>Suharsimi Arikunto. *Op. Cit.*,p.173



The topics were:

1. Pre-test Instrument

The specification of test for pre-test was given

- Susilo Bambang Yudhoyono
- My bag
- My cat

2. Post-test Instrument

The specification of test for post-test was given

- Joko Widodo
- My Class
- My Rabbit

The instrument of pre test and post test was tested to compose a descriptive text. Hamp-Lyons suggests a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency and may not be appropriate for low profiecent learners.<sup>71</sup> Moreover, Munoz *et.al* also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 words, one page, etc. And time allotment 30 minutes, 60 minutes.<sup>72</sup> From the explanation above, the researcher assumed that the students made composition in descriptive text that consist of 100 words and 60 minutes for time location based on the topics by choosing the topis that was provided.

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<sup>71</sup>Liz-Hamp-Lyons, *Assesing Second Language Writing in Academic Contexts* (Norwood: NJ Ablex, 1991), p.5

<sup>72</sup>Ana Munoz, Sandra Gavira, Marcela Palacio, *Guidelines for teaching and Assessing Writing*, Grupo de Investigacion Centro De Idiomas (GICI) Universidad EAFIT, 2006, (Available on: [publication.eafit.edu.co/viewfile.com](http://publication.eafit.edu.co/viewfile.com)) (Accessed on Novemeber 22<sup>nd</sup> 2019)

The researcher give three topics there are about person, things and animals. The topic for describing person about the president of indonesia, there are Joko Widodo is the president of Indonesia and Susilo Bambang Yudhoyono is the previous president in Indosesia. Then, the researcher assumed that the students were familiar about them. The second topics about things there are my bag and my class, the researcher assumed that the students have both of them. The last is animals, there are my cat and my rabbit, because the researcher thought that students know both of these animals and at least they often see them.

### **G. Research Procedure**

The research was conducted on August 2019. Before conducting the research, firstly the researcher asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted the research through the following steps:

#### **1. Finding the subject of research**

The researcher chooses the students of eight grade of MTs Al-Hikmah, Kedaton Bandar Lampung as a subject of the research. There was two classes would be subjects of the research. Class A was experimental class and Class B as control class.

#### **2. Designing the Instruments of the Research**

The instrument of this research is writing test. The students got the same instrument for both classes in several topics.

### **3. Administering of Pre-test**

The pre-test used to find out the students initial ability. Here, the students assigned to write the descriptive text consists of 75-100 words in 60 minutes or less by choosing one of topics that provided and then the students can described it.

The topics were:

- Susilo Bambang Yudhoyono
- My bag
- My cat

### **4. Conducting Treatment**

Treatment was given in three meetings after pre-test. In this treatment, the researcher as the teacher taught the students by using dialogue journals technique in the experimental class, and picture word inductive model (PWIM) technique in the control class.

### **5. Administering the Post-test**

Post-test was administered to measure whether there was an improvement of students' descriptive text writing ability. In this test, the students will be assigned to make a descriptive text consist of 75-100 words in 60 minutes. Based on the topic by choosing the topics that was provided. Then, the students made Descriptive text by their own words.

The topics were:

- Joko Widodo
- My Class

- My Rabbit

## 6. Analyzing the result (Pre-test and post-test)

In analyzing the result, the researcher analyzed with comparing the result of post-test between experimental and control class to see whether the post-test score of experimental was higher than control class.

## 7. Analyzing the Data

After collecting the data, the data analyzed by quantitatively.

## H. Scoring

In evaluating the students' descriptive text writing, the researcher used the indicator of score Descriptive writing by Tribble. It can be seen on the table below:

**Table 3**  
**The Rubric of Descriptive Writing**

Area	Score	Descriptor
<b>Task Fulfillment / Content</b>	<b>20-17</b>	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	<b>16-12</b>	<b>Good to average :</b> adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	<b>11-8</b>	<b>Fair to poor:</b> treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	<b>7-5</b>	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant or very restricted; almost no useful detail.
	<b>4-0</b>	<b>Inadequate:</b> fails to address the task with any effectiveness.
<b>Organization</b>	<b>20-17</b>	<b>Excellent to very good:</b> fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	<b>16-12</b>	<b>Good to average:</b> uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).






	<b>11-8</b>	<b>Fair to poor:</b> very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connotative largely absent (cohesion).
	<b>7-5</b>	<b>Very poor:</b> lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	<b>20-17</b>	<b>Excellent to very good:</b> wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	<b>16-12</b>	<b>Good to average:</b> adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	<b>11-8</b>	<b>Fair to poor:</b> limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	<b>7-5</b>	<b>Very poor:</b> no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	<b>4-0</b>	<b>Inadequate:</b> fails to address his aspect of the task with any effectiveness.
<b>Language</b>	<b>30-24</b>	<b>Excellent to very good:</b> confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	<b>23-18</b>	<b>Good to average:</b> acceptable grammar but problem with more complexes structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	<b>17-10</b>	<b>Fair to poor:</b> insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	<b>9-6</b>	<b>Very poor:</b> major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	<b>5-0</b>	<b>Inadequate:</b> fail to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	<b>10-8</b>	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, and layout.
	<b>7-5</b>	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, layout.
	<b>4-2</b>	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, and layout.
	<b>1-0</b>	<b>Very poor:</b> fails to address his aspect of the task with any effectiveness. <sup>73</sup>

Source: Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130

<sup>73</sup>Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130

$$\text{Final score} = C+O+V+L+M= 20+20+20+30+10= 100$$

Example :

	Content	: 20
	Organization	: 20
	Vocabulary	: 20
	Language	: 30
	Mechanics	: 10

## I. Validity, Readability, and Reliability of The Test

### 1. Validity of the Test

Validity is a measure showing the levels of validity or validity of an instrument. A valid instrument has high validity. On the contrary, a less valid instrument means to have low validity. The high validity of the instrument indicates the extent to which the data collected does not deviate from the description of the validity in question.<sup>74</sup> Content validity can be found by relating the material of the test with the curriculum for SMP/MTs. The researcher gives the test to the sample based on the curriculum in the school. Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Construct validity focuses on the kind of the test that is used to measure the ability. It means that the items should really test the students whether they have mastered the writing descriptive text. The scoring norm is covered by five aspects of writing are content, organization, vocabulary, language, and mechanics.

#### a. Content Validity

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<sup>74</sup>*Ibid.* p. 211

Based on the standard of content school-based curriculum, descriptive text is learning in eight grade of junior high school. The teaching is intended to enable students to make simple descriptive text. The test is adapted to the material learn based on this standard of content. Therefore, it is along with the standard of content.

### **b. Construct Validity**

Construct validity focuses on the kind of test that used to measure the ability. In other words, test can measure what needs to be measured. In this research, the researcher administrated a writing test. The scoring covers five aspects of writing that are adapted from Tribble. They are content, organization, vocabulary, language, and mechanics.

## **2. Reliability of the Test**

A reliable test is consistent and dependable.<sup>75</sup> At the same page, Brown states that if you give the same test to the same student or matched on two different occasions, the test should yield similar result.<sup>76</sup> To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher used inter-rater reliability. Inter-rater reliability is used when scores on the test are independently estimated by two or more judges or raters. They were teacher and the researcher. To estimate the reliability of the test, the researcher used rank order correlation as follows:<sup>77</sup>

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<sup>75</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p.20

<sup>76</sup>*Ibid*

<sup>77</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2012), p.232

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Note:

- p = The number of rank order correlation (Rho)  
 6 & 1 = Constant number  
 D = Difference of rank correlation (D= R 1- R 2)  
 N = Number of students

To know degree or level of the reliability of writing test, the researcher also used the criteria of reliability as follows:<sup>78</sup>

- a. 0.800 – 1.000 = very high
- b. 0.600 – 0.800 = high
- c. 0.400 – 0.600 = medium
- d. 0.200 – 0.400 = low
- e. 0.000 – 0.200 = very low

### 3. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.<sup>79</sup> To know readability of the descriptive text writing ability test instrument, the researcher followed Kouame's research. The participants evaluated the instructions and the understandability of each item on a scale of 1 to 10,

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<sup>78</sup>Suharsimi Arikunto, *Op. Cit*, p.319

<sup>79</sup>Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi, Disciplinary Evaluation, Volume VI (14), p.133 available on journals.sfu.ca (Accessed on January 20<sup>th</sup>, 2019)



where I described an item that is easy to read and 10 described an item that is difficult to read.<sup>80</sup> The questions were tested individually by giving the questionnaire for readability. After that, the researcher measured the mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument was quite readable and understandable by the readers or test takers. The result of readability of writing test was 3,77 lower than 4.46, it means that the instrument was readable.

## **J. Data Analysis**

To analysis the data, the researcher used parametric statistic. In parametric statistics, there were assumptions which must be fulfilled; they were normality and homogeneity test.

### **1. Fulfillment of the Assumptions**

Parametric statically significances tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

#### **a. Normality Test**

In this study, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The tests of normality employed were Kolmogorov - Smirnov and Shapiro Wilk. The

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<sup>80</sup>*Ibid.*,p.133

normality test is used to measure the data in the experimental class and The hypotheses for the normally test are formulated as follows:

Ho : The data have normal distribution.

Ha : The data do not have normal distribution.

While the criteria for acceptance of hypotheses of the normality test were follows:

Ho is accepted if Sig (P-value)  $\leq \alpha = 0.05$

Ha is accepted if Sig (P-value)  $< \alpha = 0.05$

#### **b. Homogeneity Test**

Homogeneity test is used to know whether the data in experimental class and control class are homogenous or not. In the research, the researcher will use statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test.

The test of homogeneity employing Levene's Test.

The hypothesis were:

Ho : the variances of the data are homogeneous

Ha : the variances of the data are not homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

Ho is accepted if Sig (P-value)  $\leq \alpha = 0.05$

Ha is accepted if Sig (P-value)  $< \alpha = 0.05$

## **2. Hypothetical Test**

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher was used t-test. In the case, the researcher used

statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test.

The purpose of using SPSS to practicality and efficiency in the study. The Hypotheses were:

Ho : There is no significant influence of using dialogue journals towards students' descriptive text writing ability at the first semester of the eighth grade of MTs Al-Hikmah, Kedaton Bandar Lampung in the academic year 2019/2020.

Ha : There is a significant influence of using dialogue journals technique towards students' descriptive text writing ability at the first semester of the eighth grade of MTs Al-Hikmah Kedaton Bandar Lampung in the academic year 2019/2020.

While the criteria for acceptance of the hypothesis test is as follows:

Ho is accepted if  $\text{Sig (P-value)} \leq \alpha = 0.05$

Ha is accepted if  $\text{Sig (P-value)} < \alpha = 0.05$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Procedure**

The research was conducted on July 2019. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted the research through the following steps:

1. Determined the subject of the research, meanly the students at theeighth grade at MTs Al-Hikmah, Kedaton Bandar Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held pre-test in order to know the students' writing ability in descriptive text before they had treatment.
5. Analyzed the data gotten through pre-test.
6. Gave the treatments to the sample of the research by implementing dialogue journals technique in teaching descriptive text.
7. Held post-test in order to know the students' writing ability in descriptive text after the treatments.
8. Analyzed the data gotten through post-test. The data were analyzed by using SPSS.
9. Tested the hypothesis and made the conclusion.
10. Reported the result of the research.

## **B. Data Description**

This research was conducted in three meeting. On July 16<sup>th</sup> 2019. The Researcher asked the Headmaster's and teacher permission. The Researcher gave the pre test and post test to experimental class (VIII A) and control class (VIII B).

The Researcher gave the pre test on Monday, July 22<sup>nd</sup> 2019, In Experimental Class at 14.05 p.m and in control class at 15.15 p.m. The experiment class consists of 36 students and in control class consists of 31 students. When the researcher gave the pre test all students followed the test.

Then, on Tuesday, July 23<sup>rd</sup>, 2019 the researcher gave the first treatment about My House in experimental class at 14.05 a.m and in control class about My Family at 15.15 p.m. There were no students absent in the experimental class and there were no students absent in control class.

The researcher gave the second treatment about Iqbal Dhiafakhri Ramadhan on Monday, July 29<sup>th</sup> 2019 in experimental class at 14.05 p.m and in control class at 15.15 p.m. There were no students absent in the experimental class and in the control class.

Then, on Tuesday, July 30<sup>th</sup>, 2019 the researcher gave the third treatment about Elephant in experimental class. The treatment began at 14.05 a.m in experimental class and control class the treatment began at 15.15 p.m. There was no student absent in the experimental class and in the control class.

For the last meeting, the researcher gave the post test to the students in experimental class and control class on Monday, August 5th, 2019. All of the students in experimental class and control class followed the post test.

### **1. Description of the First Treatment**

The first treatment was done on Tuesday, July 23rd, 2019 at 14.05 a.m. In the first treatment there were no students absent. In the introduction steps, the researcher greeted to the students and asked the students' condition. Next, the researcher asked the chairman led to pray together. After that, the researcher checked attendance list and explained the goals of learning. Before the while activity, the researcher asked to the students about their pre-test. Then, the researcher explained and reviewed the general difficulties or mistakes of the students' pre-test.

In while activity, to make the students understand the material easier, the researcher explained and gave an example of making paragraph by using dialogue journals. The researcher gave the example of dialogue journals about descriptive text to the students. Then, the researcher told the students to start write a journal about descriptive text. After that, the students read and reviewed everything they wrote. Next, the students submitted the paper, and then the researcher checked the students writing and collected the student's assessment.

In closing step, the researcher asked the students about the material today and made conclusion. Then the researcher told about the material for the next meeting. The last, the researcher closed the class by greeting.

## **2. Description of the Second Treatment**

The second treatment held on July, 29th 2019 at 14.00-15.15 a.m. The researcher started the teaching learning process by reviewing and explaining more about the text. It was better than first meeting because in this meeting the researcher gave response, comment or feedback to students from journals they have made. After, the researcher gave the feedback the students received back they journal, they can read the comment or feedback from the researcher and students gave comment or response to the researcher. After that the researcher gave the different topic. In this stage, the researcher told the students to make a journal based on the topic and review in the next meeting.

In closing step, the researcher asked the students about the material today, and made conclusion. Then the researcher told about the material for the next meeting. The last, the researcher closed the class by greeting.

## **3. Description of the Third Treatment**

On Tuesday, July 30th, 2019, the researcher gave the third treatment. The treatment began at 14.05 a.m in experimental class and all of students came in the class. The researcher greeted to the students and asked the students' condition. Next, the researcher asked the chairman led to pray together. After that, the researcher checked attendance list. The researcher reviewed the material that had learned in the second treatment.

In the third treatment the researcher asked students about their journals. Then, the researcher collected their journals. The researcher may read the journal and gave response or feedback from their journals.

In closing step, the researcher asked the students about the material today, and made conclusion. Then the researcher told about post test for the next meeting. The last, the researcher closed the class by greeting.

### **C. Result of Research**

The research was aim to know whether there was any significant influence for the students' writing ability in descriptive text after they were given treatment by using dialogue journals as technique in this research. The research was conducted of the first semester of the eighth grade of MTs Al-Hikmah, Kedaton Bandar Lampung. Two classes as sample of research, they were VIII A and VIII B. Furthermore, the instrument of this research was written test especially in descriptive text.

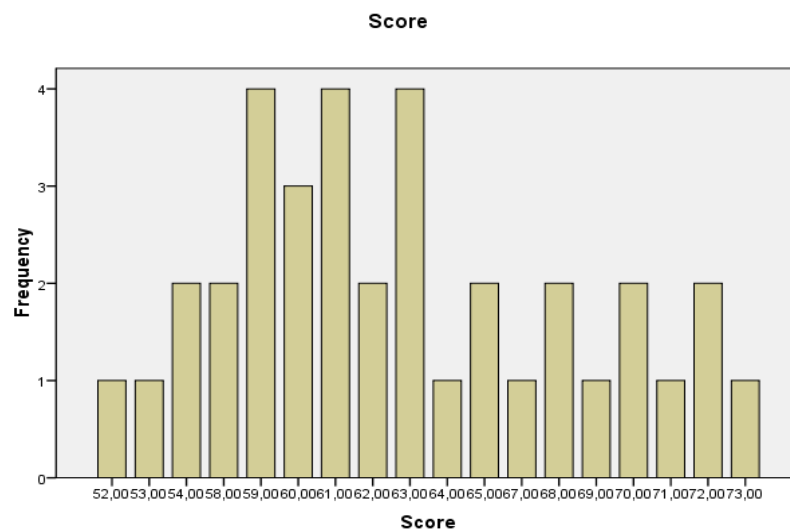
#### **1. Result of Pre-test**

The pre-test was administrated in order to know students' writing ability before treatment was given. The pre-test was administrated on July, 22<sup>nd</sup>The Researcher gave the pre test on Monday, July 22<sup>nd</sup>2019, In Experimental Class at 14.05 p.m and in control class at 15.15 p.m.

##### **a) Result Pre-test in Experimental Class**

The score of students descriptive text tested in pre-test in the experimental class can be seen at figure 1.



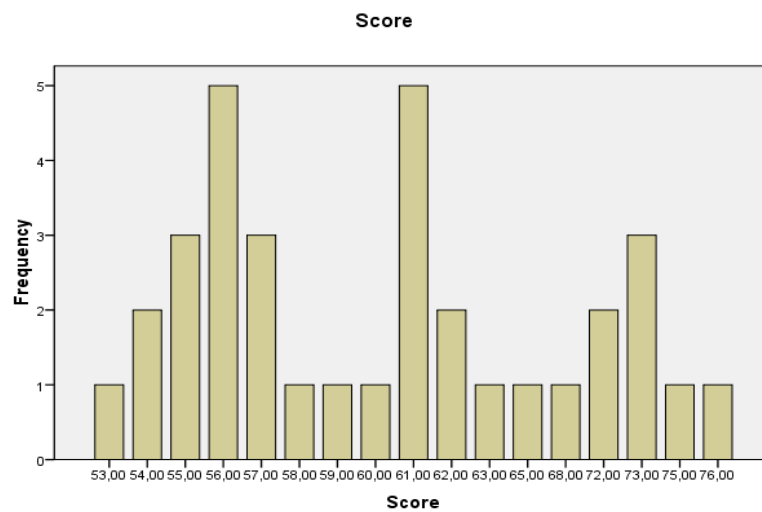


**Figure 1**  
**The Result of Pre-test in experimental class**

The result of pre test in experimental class N was 36, mean was 62,75, standard of deviation was 5,541, mode was 59.00, median was 62.00, variance was 30.707, minimum score was 52.00, and maximum score was 73.00. It showed students' writing ability before they got the treatments.

#### **b) Result Pre-test in Control Class**

The score of students descriptive text tested in pre-test in the control class can be seen at figure 2.



**Figure 2**  
**The Result of Pre-test in control class**

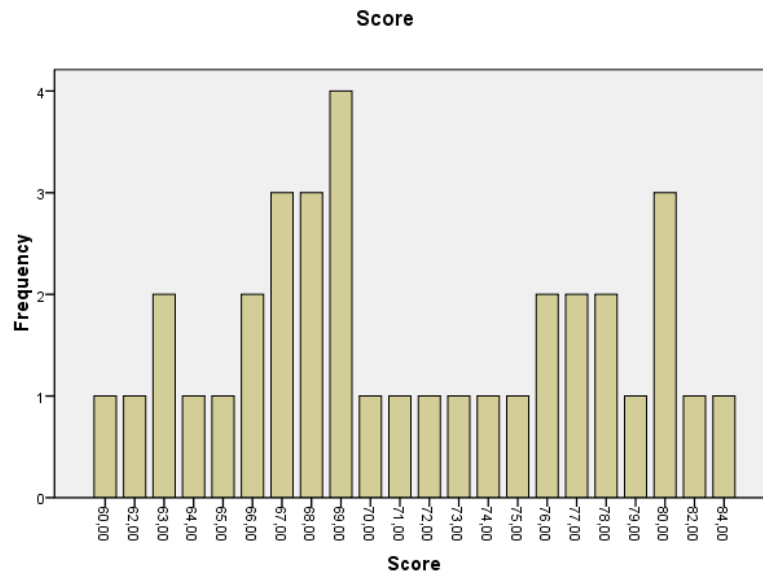
The result of pre test in control class N was 34, mean was 61,56, standard of deviation was 6,99, mode was 56.00, median was 60.5000, variance was 48.860, minimum score was 53.00, and maximum score was 76.00.

## **2. Result of Post-Test**

After conducting three meetings of treatments, the researcher conducted the post test to the sample. The researcher conducted post-test in order to see students' ability after the treatment. The post-test administered on Monday, August 5th, 2019, In Experimental Class at 14.05 p.m and in control class at 15.15 p.m.

### **a) Result Post-Test in Experimental Class**

The score of students descriptive text tested in post-test in the experimental class can be seen at figure 3.

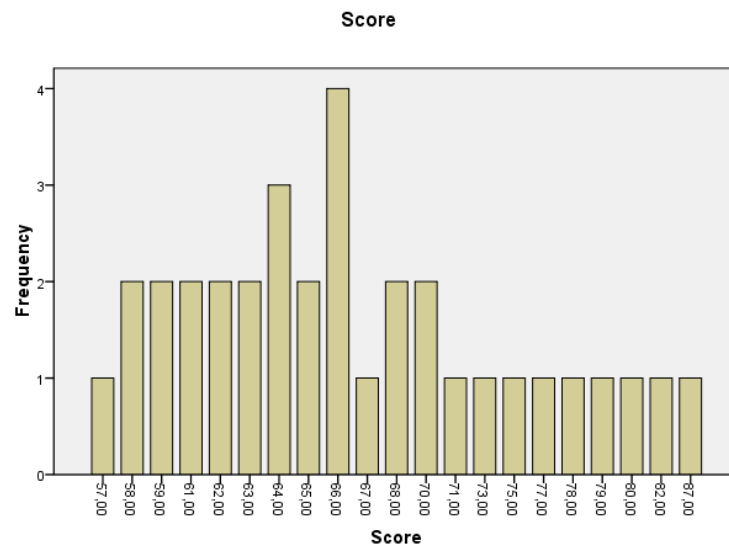


**Figure 3**  
**Result of post test in experimental class**

The result of post test in experimental class N was 36, mean of post-test in experimental class was 71.44, standard of deviation was 6.318, mode was 69.00, median was 69.500, variance was 39.911, minimum score was 60.00, and maximum score was 84.00.

#### **b) Result Post-Test in Control Class**

The score of students descriptive text tested in post-test in the control class can be seen at figure 4.



**Figure 4**  
**Result of post test in control class**

The result of post test in control class N was 34, mean of post-test in experimental class was 67.47, standard of deviation was 7.529, mode was 66.00, median was 66.00, variance was 56.681, minimum score was 57.00, and maximum score was 87.00.

## **D. Data Analysis**

### **1. Fulfillment of the assumption**

Parametric statically significances tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

### a. The Result of Normality Test

The normality test is used to measure the data in the experimental class and The hypotheses for the normally test. In this study, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for normally of test. The tests of normally were employed Kolmogorov-Smirnov and Shapiro Wilk.

The hypothesis formulas were:

Ho : The data have normal distribution.

Ha : The data do not have normal distribution.

Criteria of acceptance were:

Ho is accepted if Sig (P value)  $\geq \alpha = 0.05$

Ha is accepted if Sig (P value)  $< \alpha = 0.05$

**Table 5**

### Normality of the Experimental and Control Class

Technique		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	Experimental	.154	36	.030	.952	36	.118
	Control	.158	34	.031	.941	34	.067

a. Lilliefors Significance Correction

Based on the result obtained in the test of homogeneity of variance in the column, it can be seen that Sig. (P-value) for experimental class was = 0.30 for Kolmogorov-Smirnov, and  $\alpha = 0.118$  for Shapiro-Wilk. P-value(sig) for control class was  $\alpha = 0.31$  for Kolmogorov-Smirnov and 0.67 for Shapiro-Wilk. Because sig (P-value) of Experimental class  $> \alpha 0.05$   $H_0$  is accepted and sig (P-value) for control class  $> \alpha 0.50$  it means  $H_a$  is accepted. The conclusion was that the data had normal distribution.

#### **b. The Result of Homogeneity Test**

Homogeneity test is used to know whether the data in experimental class and control class are homogenous or not. In the research, the researcher will use statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test.

The test of homogeneity employing Levene's Test.

The hypotheses were:

$H_0$  : the variances of the data is homogeneous

$H_a$  : the variance of the data is not homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

$H_0$  is accepted if Sig (P-value)  $\geq \alpha = 0.05$

$H_a$  is accepted if Sig (P-value)  $< \alpha = 0.05$

**Table 7**  
**Homogeneity Test**

Levene Statistic	df1	df2	Sig.
.000	1	68	.989

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that Sign (P-value) = 0.989 >  $\alpha$  = 0.05. It demonstrated that  $H_0$  is accepted because Sign (P-value) >  $\alpha$  = 0.05. It means that the variance of the data was homogenous.

## **2. The Result of Hypothetical Test**

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher computed Independent sample T-test by using SPSS (Statistical Package for Social Science) for hypothetical of test.

The hypotheses formulas were:

$H_a$ : There is a significant influence of using dialogue journals technique towards students' descriptive text writing ability at the first semester of the eighth grade of MTs Al-Hikmah, Kedaton Bandar Lampung in the academic year2019/2020.

$H_0$ : There is no significant influence of using dialogue journals towards students' descriptive text writing ability at the first semester of the eighth grade of MTs Al-Hikmah, Kedaton Bandar Lampung in the academic year2019/2020

Criteria of acceptance were:

$H_a$  is accepted if  $\text{Sig} \geq \alpha = 0.05$

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

**Table 8**  
**Independent Samples T-test**

T	Df	Sig. (2-tailed)
3.529	68	.001

Based on the results obtained in the independent sample t-test above, that the value of significant generated Sig (P-value) =  $0.001 < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there is a significant influence of using Dialogue Journals towards students' writing ability in descriptive text at the first semester of the eighth grade of MTs AL-Hikmah, Kedaton Bandar Lampung in the academic year of 2019/2020.

### **E. Discussion**

Based on the finding of the research, it showed that dialogue journals could give influence to the students' writing ability in descriptive text. From the result above, it can be seen that the result of students' post test in experimental class was higher than in the control class. When the researcher did the preliminary research, the result of students' writing ability was low, English teacher said that the most of the students at the eighth grade of that



school still found difficulties in English writing. Thus, it can be seen from the score of their writing ability that was given by the teacher.

In this research, at the beginning of class, the students were through dialogue journals in the experimental class and picture word inductive model (PWIM) in the control class. The material was three topics of descriptive text that was provided for three treatments. Before doing dialogue journals, the researcher explained to the students about dialogue journals and how the procedure of dialogue journals.

Based on the result of the pre test before dialogue journals was implemented, the score of the students was lower that after dialogue journals was implemented. After give the treatments and post test were conducted, it was found that were significant based on the analysis of the data and the testing of Hypothesis, the result of the calculation is found that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

From the analysis above, we know that the students who got treatment by dialogue journals and got a better score than the students using picture word inductive model technique in teaching writing. Furthermore, it had been supported by Brown that a journal is a log (account) of one thought, feelings, reactions, assessments, ideas, or progress toward goals, usually written a little attention to structure, form, or correctness. In this case by using dialogue journals the students can increase their ability in writing descriptive text. Before, dialogue journals were implemented, most of students did not know

the location of the mistake they made, before dialogue journals were implemented. But, after dialogue journal was implemented, the students improved their understanding in finding their mistake. In the end, they understood it more.

There were some problems encountered by the researcher during the implementation of dialogue journals in teaching writing. Those were: the teacher should double-check student's journal. It took a long time to correct the grammatical mistake. Supported by Peyton he said that the students need to see and understand that writing include, the mechanics of writing, the grammar, punctuation, etc. It means that the teacher should know the correct grammatical mistakes; it will need long time to correct the grammatical. Moreover this technique needs good time management by the teacher. The other problem when doing the research was the students have difficulty in writing, especially in writing descriptive text. It was in line with the interview the English teacher in preliminary research. (See appendix 1).

On the other hand, by using dialogue journals, the students can be more effective and efficient because of students more active in the teaching process, it can be said that the students look enthusiastic when their journal has returned. The students also wanted to know further about the teacher's comments written in their journals. It was supported by Barkley *et al*, that dialogue journal is record their thoughts in a journal then exchanging the journal with a peer. The peer could read and respond to the entry with comments and questions. It means that a dialogue journal is written what the

students thought and feelings about a course of study, then they imply in conversation between the students and a teacher. The teacher will give comment to students; the comment should motivate the students to write. Therefore, the researcher would like to say that using dialogue journals is a good technique in motivating students learning English, especially in writing ability.

The result of the research showed that there was significant influence of using dialogue journals towards students' writing ability on descriptive text. The result of the research indicated that dialogue journals had been successful to increase student's language skill components. It means that this research had any significant different score between before and after using Dialogue Journals. It had been supported by previous research, Gundah Basiswi and Anik Nunuk Wulyani, The result of this research showed that dialogue journal gave positive impact to the eleventh graders' skill in writing narrative text. This result indicates that dialogue journal was effective in improving the students' writing skill in narrative text of the eleventh graders of SMAN 4 Malang. In short, dialogue journals were a technique that was appropriate to teach writing in descriptive text.

From discussion above, based on analysis the data and the hypothesis alternative was accepted, it can be concluded that dialogue journals technique had significant influence towards students' writing ability on descriptive text at the first semester in the academic year 2019/2020.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there is a significant influence of using Dialogue Journals towards students' descriptive text writing ability. Because from the result of the data calculation in previous chapter where null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted, it means that the researcher assumption is true that is to say, Dialogue Journals can give a significant influence towards students' descriptive text writing ability.

It was supported by the score achieved by that students in which they got higher scores after the researcher gave the treatment by using Dialogue Journals as a technique to teach writing. The significant influence can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.01 it is lower than  $\alpha = 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

#### **B. Suggestions**

Based on the result of this research, the researcher purposed suggestion as follows:

##### **1. For the Teacher**

- a. The researcher suggested the English teachers to use dialogue journals as a supplementary activity in improving students' writing descriptive text.

It is very helpful for the teacher who wants to fulfill students' individual

need or lacks. Besides the descriptive text material, the teacher may try to use dialogue journals in other types of text, such as narrative text and Recount Text.

- b. To improve the students' independency, the researcher suggests the teacher will let students in using dialogue journal in learning as a technique to help students more interesting the writing skill. Before the teacher applied this technique, the teacher should give clear explanation about the material and procedure or step of dialogue journals.

## **2. For the Researcher**

- a. In this research, the researcher used dialogue journals to help students' in descriptive text writing ability focus on types of writing performance in responsive writing, in Junior High School. Therefore, it is suggested for the next researcher to investigate this technique in other types of writing performance such as : imitative, intensive, or extensive.

## **3. Suggestions for the Students**

- a. The students should more pay attention at the thing or the object seen from the features based on its size, colour, and function.
- b. The students are suggested not to be afraid to start writing and convey their ideas. Not only that, the students were lack of vocabulary and did not know how to write, so students should increase their writing, especially in descriptive text.

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**Appendix 1****The Interview for the Teacher**

Day / Date : Friday, September 28<sup>th</sup> 2018  
Place : MTs Al-Hikmah Bandar Lampung  
Interviewer : Dessy Muallifah  
Interviewee : Siti Munasih, S.Pd

1. Sudah berapa lama Ibu mengajar bahasa inggris?
2. Bisakah Ibu menceritakan pengalaman dalam mengajar bahasa inggris, khususnya mengajar writing tentang Descriptive Text?
3. Apakah Ibu memiliki masalah dalam mengajar Descriptive Text?
4. Apakah Ibu memiliki metode, strategi, atau teknik tertentu dalam mengajar writing?
5. Apa teknik yang cocok dalam mengajar menulis Descriptive Text berdasarkan pendapat Anda?
6. Apakah para siswa memiliki masalah dalam memahami materi Descriptive Text?
7. Apa yang menjadi masalah terbesar yang dihadapi siswa dalam mempelajari writing?

**Result of Interview for Teacher at MTs Al-Hikmah, Bandar Lampung**

No	Questions	Answer	Conclusion
1	Sudah berapa lama Ibu mengajar bahasa inggris?	Saya sudah mengajar bahasa inggris hampir 11 tahun, di MI, MA, MTS, baru 2 tahun ini di MTs saja.	Berdasarkan pra-penelitian, guru mengajar bahasa inggris di MTs sudah 2 tahun.
2	Bisakah ibu menceritakan pengalaman dalam mengajar bahasa inggris, khususnya mengajar writing tentang Descriptive text?	Baik, sebenarnya pengalaman saya biasa-biasa saja. Dalam mengajar Descriptive text. Pertama-tama kita harus memancing siswa dengan apa yang mereka sukai atau hobi mereka dalam belajar. Contohnya membaca, menulis, ataukah bercerita. Semua itu tentu ada kaitannya. Lalu, saya memberikan mereka gambar. Lalu, setelah mereka merasa mulai tertarik, kita ke tahapan selanjutnya yaitu mengajarkan mereka tentang vocabulary dan setelah itu saya meminta mereka untuk membuat contoh descriptive terkait gambar tersebut menggunakan bahasa mereka sendiri.	Guru memancing siswa dengan hal-hal yang mereka sukai. Lalu guru akan memberikan gambar mengajarkan mereka mengenai vocabulary dan meminta siswa untuk membuat Descriptive text terkait gambar menggunakan bahasa mereka sendiri.
3	Apakah ibu memiliki masalah dalam mengajar Descriptive text?	Ya, tentu saja. Hampir semua siswa mempunyai masalah yang sama dan juga ada yang berbeda-beda. Masalahnya yang pertama biasanya	Masalah yang dihadapi oleh guru ketika mengajar Descriptive text adalah karena keterbatasan vocabulary yang

		<p>disebabkan oleh kosa kata yang dimiliki siswa sangat sedikit. Masalah kedua, penyusunan grammatical mereka yang masih jauh dibilang baik. Mereka sering berbicara menggunakan bahasa indonesia karena masalah vocabulary tadi., dan kebiasaan mereka dalam menggunakan bahasa gaul sekarang, sehingga mereka tidak terbiasa dalam menggunakan bahasa yang baik dan benar. Selain vocab dan grammatical, terdapat satu masalah lagi yang hampir semua siswa disini merasakan yaitu mereka sangat kesulitan dalam menulis, maksudnya ialah mereka bingung langkah-langkah dalam menerapkan dan mengembangkan ide mereka ke dalam bentuk tulisan.</p>	<p>dimiliki oleh siswa dan kesulitan siswa dalam mengembangkan ide-ide mereka ke dalam bentuk tulisan, itu sangat membuat guru sulit untuk meminta mereka menulis teks Descriptive. Dan motivasi menulis siswa tergolong rendah.</p>
4	Apakah ibu memiliki metode, strategi, atau teknik tertentu dalam mengajar writing?	<p>Teknik yang cocok khususnya untuk mengajar siswa sekolah menengah pertama adalah memberikan mereka gambar untuk menarik perhatian, mengajari vocabulary dan memberikan ide-ide</p>	<p>Teknik mengajar yang cocok sesuai dengan pendapat guru ialah Picture Word Inductive Model (PWIM) dengan memberikan gambar untuk menarik perhatian</p>

		mereka dalam bentuk tulisan. Karena saya pikir anak seusia mereka ini sudah mulai bisa dalam berimajinatif dari ide mereka setelah saya jelaskan sedikit tentang materinya.	siswa dan mengembangkan ide pikiran siswa. Dengan memberi beberpa kosa kata.
5	Apa teknik yang cocok dalam mengajar menulis teks Descriptive berdasarkan pendapat Anda?	Mungkin alasannya tidak jauh dari pertanyaan sebelumnya ya, karena masih sama-sama berhubungan dengan writing. Teknik yang cocok khususnya untuk mengajar siswa sekolah menengah pertama adalah memberikan mereka gambar untuk menarik perhatian, mengajari vocabulary dan memberikan ide-ide mereka. Karena saya pikir anak seusia mereka ini sudah mulai bisa dalam berimajinatif dari ide mereka setelah saya jelaskan sedikit tentang materinya. Disamping itu mungkin kita tambahkan sedikit game ya agar mereka tidak jenuh belajarnya. Atau meminta mereka untuk berkelompok dan berpasangan.	Teknik yang sesuai dalam mengajar menulis berdasarkan guru adalah bekerja berpasangan atau berkelompok.
6	Apakah para siswa memiliki masalah dalam memahami materi	Ya, tentu saja. Tidak hanya dalam memahami descriptive text, tetapi	Siswa memiliki masalah dalam memahami

	Descriptive Text?	juga hampir semua jenis text seperti narative dan recount text pun mereka biasanya menemukan kesulitan. Sebagaimana disebutkan sebelumnya, ketertarikan siswa dalam membaca dan menulis itu rendah saat mereka melihat text yang panjang, mereka akan gampang pusing. Setelah itu, ketika saya meminta mereka untuk menulis sesuatu mereka akan lebih pusing lagi. Selain itu, mereka bingung bagaimana tahap-tahap atau langkah-langkah dalam membuat tulisan yang berbentuk text. Mereka akan kesulitan untuk membuatnya.	descriptive text dikarenakan motivasi belajar bahasa Inggris mereka rendah, dan siswa sulit langkah-langkah dalam membuat tulisan berbentuk descriptive text.
7	Apa yang menjadi masalah terbesar yang dihadapi siswa dalam mempelajari writing?	Mungkin dari gurunya sendiri, karena teknik yang digunakan tidak mampu mengatasi semua masalah yang dihadapi oleh para siswa. Karena, pengaplikasian teknik yang sesuai masih terbilang sulit bagi para guru. Kemudian, motivasi belajar siswa juga menjadi masalah yang besar. Karena	Beberapa masalah yang dihadapi oleh siswa dalam memahami dan membuat descriptive text antara lain teknik yang digunakan oleh guru belum tepat dan motivasi belajar siswa rendah.

**Appendix 2****The Interview for the Students**

1. Apakah kamu memiliki kesulitan saat mempelajari skill writing dalam pelajaran Bahasa Inggris?
2. Apakah kamu sudah pernah belajar mengenai writing descriptive text sebelumnya?
3. Masalah apa saja yang kamu hadapi saat menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah descriptive text?
4. Bagaimana dengan teknik yang digunakan oleh guru kalian, apakah menyenangkan atau tidak?
5. Bagaimana kamu belajar writing descriptive text didalam kelas dengan guru bahasa Inggrismu sekarang?

**The Result of Interview for Student of MTs Al-Hikmah, Wayhalim Bandar Lampung**

No	Pertanyaan	Jawaban			Kesimpulan
		Siswa 1	Siswa 2	Siswa 3	
1.	Apakah kamu memiliki kesulitan saat mempelajari skill writing dalam pelajaran Bahasa Inggris?	Saya merasa kesulitan untuk mengungkapkan ide dan merasa bosan ketika belajar bahasa inggris khususnya dalam menulis teks deskriptif.	Kalau saya untuk menulis, saya susah nya mau memulainya itu bingung dan gak ngerti tentang menulis teks deskriptif.	Sulitnya saya ketika menulis yaitu saya malas karena saya kurang kreatif dalam menulis.	Siswa/siswi menghadapi kesulitan di dalam menulis teks deskriptif karena mereka sulit mengungkapkan ide mereka dalam bentuk kalimat dan mereka merasa kebingungan ketika harus memulai menulis teks deskriptif.
2	Apakah kamu sudah pernah belajar mengenai writing descriptive text sebelumnya?	Sudah, tetapi saya kurang paham pada materi tersebut, karena MrS. Siti cara mengajarnya menjelaskan dan bercerita.	Sudah, tetapi saya kurang paham pada materi tersebut.	Sudah, masih belum paham.	Siswa/siswi sudah belajar menulis teks deskriptif, tetapi mereka belum memahami materi menulis teks deskriptif.
3	Masalah apa saja yang kamu hadapi saat menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah descriptive text?	Saya merasa kesulitan saat saya mengungkapkan ide-ide saya dan dalam mengembangkan ide saya ke bentuk paragraph,	Saya merasa kesulitan dalam pemilihan kata yang akan di tulis dalam bentuk kalimat	Kalau saya merasa kesulitan dalam mengungkapkan ide-ide dalam bentuk tulisan dan	Siswa/ siswi merasakan bosan, bingung dalam mengungkapkan ide-ide dalam bentuk kalimat dan



		karena saya masih kurang menguasai kosa kata dan masih bingung tentang teks deskriptif.		merasa bosan dalam belajar menulis.	kesulitan ketika untuk mengembangkan dalam sebuah paragraph
4	Bagaimana dengan teknik yang digunakan oleh guru kalian, apakah menyenangkan atau tidak?	Teknik yang digunakan oleh guru saya, kurang menarik dan kadang membuat kita menjadi bosan, karena Mrs. Siti selalu menggunakan teknik yang sama. Tidak menggunakan teknik baru.	Teknik yang digunakan oleh Mrs. Siti kurang menarik	Teknik yang digunakan oleh guru saya, kurang menarik dan kadang membuat kita menjadi bosan.	Siswa/siswi merasa teknik mengajar yang digunakan oleh Mr Siti kurang menarik sehingga siswa merasa bosan.
5	Bagaimana kamu belajar writing descriptive text didalam kelas dengan guru bahasa Inggrismu sekarang?	Saya kurang menguasai menulis teks deskriptif apalagi dalam bahasa Inggris yang harus menguasai kosa kata, pemilihan kata dan dalam mengungkapkan ide dalam bentuk paragraph.	Saya suka menulis, tetapi saya kurang paham dengan materi teks deskriptif	Saya kurang menguasai dalam menulis teks deskriptif	Siswa/siswi dalam kemampuan menulis teks deskriptif masih rendah, karena mereka merasa kesulitan dalam mengungkapkan ide-ide dalam bentuk kalimat.

### Appendix 3

#### Students' Writing Descriptive Score Class VIII MTs AL-HIKMAH, Wayhalim, Bandar Lampung In The Academic Year of 2018/2019

Class VIII A					
No	Name	Score	No	Name	Score
1	Aan Maryo	60	19	M. Ikhwan M.H	75
2	Abie Alfarendy	50	20	M .Dilli Damboo	65
3	Adam Ramadhan	65	21	M. Odinofan Sanjaya	80
4	Adelia Putri Azzahra	60	22	Meisya Elsandra	65
5	Adi Setio	75	23	M Ar Rofi Aditia Umar	75
6	Aprilia Dina Ahsanti	50	24	Nadia Saharani	50
7	Azizah Fitriani	75	25	Nayla Azzahra Salsabila	55
8	Bayu Prasetyo	55	26	Nur Aji Alamasyah	80
9	Dea Khotimatul Layla	65	27	Nurul Hafizd Asyifa	70
10	Dedi Fakhri Abduraffi	85	28	Putri Patma Wati	75
11	Fadhila Zaharani	75	29	Raiham Zahri	50
12	Faiz Fahmi Idamsyah	60	30	Riko Setiawan	55
13	Fitria Shaina Zaharani	55	31	Sanda Apriliani Utami	60
14	Ghalib Adnan	60	32	Satria Gigih Hesando	70
15	Hannayyara Izaz Danish	80	33	Siti Nur Hasanah	60
16	Imam Ahmad Ramadhani	65	34	Uke Ihsania Kirani	70
17	Lulu Dwiana Azizah	60	35	Virgie Maulana Fahrizal	65
18	M. Daffa Pratama Fatoni	65	36	Zahwa Millatizzahrah	60

Class VIII B					
No	Name	Score	No	Name	Score
1	Adip Satio	60	18	M. Ngabdillah Masani	65
2	Affan Patria Jaya Rusly	50	19	M. Farich Mutamam	65
3	Ahmad Zaki	65	20	M. Rifa'i Firdaus	65
4	Ahmad Zulfadhlillah	60	21	Meriza Anggraini	65
5	Alim Sajidah	60	22	Muhammad Delfyno Pratama	75
6	Arum Mulya	50	23	Nadia Tul'ula Fitri	55
7	Bimantara Wahyu Saputra	60	24	Nesa Aulia Putri	70
8	Citama Dewi Subroto	55	25	Nur Hidayat	70
9	Della Vianka Imama	65	26	Nurul Sulistya Ningsih	65
10	Dohan Zulkarnain	85	27	Rafa Maharani	60
11	Fannisa Septariani	65	28	Restu Sabekti	55
12	Farhan Desta Fendri	60	29	Rinaldi Febrian Saputra	70
13	Fitrian Ramadhani	55	30	Saniyyah Ramadani	70
14	Haikal Dherlian	60	31	Sonia Turrafiah	70
15	Hany Islami Tasya	65	32	Suces Arya Geng Setiawan	60
16	Irfan Fadhilah Pratama	65	33	Umi Khotimatul Fitri	70
17	Luthfiana Rif'ah	60	34	Yatno Mulyo	65

## Appendix 4

### Expert Validation Form For Writing Test

Direction:

For each question, please give your response by ticking ( ) a box representing your choice.

No	Questions	Yes	No	Comments
1.	Do the direction and instruction of the test instrument clear enough?			
2.	Do the time allocation quite effective?			
3.	Are the topics appropriate?			
4.	Do the indicators in the test instrument have covered all aspect of writing that consists of content, organization, vocabulary, language, and mechanics?			
5.	Do the indicators in the test instrument have covered generic structure that consists of identification and description measured?			

#### General Comments

Please give any general comment or suggestion you may have concerning this test development.

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 .....  
 .....  
 .....

**Validator**

**Dr. Nur Syamsiah, M.Pd**  
**NIP.**

*Appendix 5***SILABUS PEMBELAJARAN**

**Sekolah** : MTs Al-Hikmah, Wayhalim, Bandar Lampung

**Kelas** : VIII (Delapan)

**Mata Pelajaran** : Bahasa Inggris

**Kompetensi Inti** :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok/ Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan	<b>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang,</li> </ul>	<b>KRITERIA PENILAIAN</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru</li> </ul>

<p>fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif</p>	<p><b>Fungsi sosial</b></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial</p>	<p>dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa mencari dan mengumpulkan</li> </ul>	<ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk</p>	<p>menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="https://www">https://www</a></li> </ul> </li> </ul>
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<p>lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little</i></p>	<p>beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li> <li>Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>fungsi sosial setiap teks</li> <li>nama orang, binatang, benda yang dideskripsikan</li> <li>sifat orang, binatang,</li> </ul> </li> </ul>	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan</p>		<p><a href="http://www.google.com/">w.google.com/</a></p>
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	<p><i>cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><b>Topik</b></p> <p>Orang, binatang,</p>	<p>benda yang dideskripsikan</p> <ul style="list-style-type: none"> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari</li> </ul>	<p>kesulitannya.</p> <p><b>Tes tertulis</b></p> <ul style="list-style-type: none"> <li>• Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</li> <li>• Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.</li> <li>• Lembar soal dan hasil tes</li> </ul>		
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	<p>benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (memanggakan, mengenalkan, mengidentifikasi, memuji,</li> </ul>			
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		<p>mengkritik, dsb).</p> <ul style="list-style-type: none"><li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li><li>• Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li></ul>			
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## Appendix 6

### LESSON PLAN 1

#### (Experimental Class)

<b>Nama Sekolah</b>	: MTs Al-Hikmah, Bandar Lampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII (Delapan)/ 1 (satu)
<b>Alokasi Waktu</b>	: 2x40 menit
<b>Pertemuan ke</b>	: 1
<b>Skill</b>	: Writing
<b>Topik Pembelajaran</b>	: Descriptive Text
<b>Tema</b>	: Describing Things

#### A. Kompetensi Inti :

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkapmaknadalamteksdeskriptiflisandantulis, pendekdandsederhana.

- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian**

1. Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.
2. Siswa dapat mengidentifikasi struktur dan unsure kebahasaan dalam teks.
3. Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima

### **D. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mendeskripsikan orang yang dijelaskan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan topik secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari topik yang ada secara individu
6. Membuat teks deskriptif secara individu

### **E. Materi Pokok**

#### **1. Definition of Descriptive Text**

Descriptive text is text which describes the characteristics of something. It can be person, place, an animal, or thing.

#### **2. Social Function**

Descriptive text has social function to describe a particular person, place, animal, or thing.

#### **3. Generic structure of Descriptive Text**

- a. Identification : It is to identify the phenomena that to be described.
- b. Description : It is to describe part, qualities, or characteristics.

#### 4. Language features of descriptive text

##### a. The use of adjective

Example : beautiful, handsome, big, tall, small, etc.

##### b. Using the Simple present tense

The simple present tense is used to described an action that is regular, true, or normal,. We also use the present tense:

- For repeated or regular actions in the present time period  
( I take car to the office)
- For Facts  
( A cow has four legs)
- For habits  
( I take a bath twice a day)
- For things that are always/generally true  
( They speak English at work)

#### 5. Simple Present Tense

##### a. Nominal

Subject + To be + Adjective/Adverb. (positive sentence)

Subject + To be + Not + Adjective/Adverb. (negative sentence)

To be + subject + Adjective/Adverb. (interrogative sentence)

Example :

- He is handsome boy. (positive sentence)
- He is not handsome boy. (negative sentence)
- Is he handsome boy ?. (interrogative sentence)

##### b. Verbal

Subject + Verb1 (s/es) + Object. (positive sentence)

Subject + Do/Does + Not + Verb 1 + Object. (Negative sentence)

Do/Does + Subject + Verb 1 + Object ? (interrogative sentence)

Example :

- She drinks milk every morning. (positive sentence)
- She does not drink milk every morning . (Negative sentence)

- Does she drink milk every morning. (interrogative sentence)

Example of descriptive text about things

### My house

**Identification :**

My house is on Jl. Kartini. It is big and nice. It has two floors. It has a living room, a small kitchen, and a bathroom on the first floor.

**Description :**

My house is on Jl. Kartini. It is big and nice. It has two floors. It has a living room, a small kitchen, and a bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parent's bedroom is big. My brother's room is next to my room. My room is small but I like it. It has a light green wall. There is a desk with a computer on it. I do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.

### **F. Metode Pembelajaran/Teknik : Dialogue Journals**

### **G. Langkah – langkah Pembelajaran**

No	Kegiatan	Waktu
1.	<b>Pendahuluan</b> <ul style="list-style-type: none"> <li>• Siswa mengucapkan salam kepada guru dan doa bersama-sama.</li> <li>• Guru mengecek kehadiran siswa dan kesiapan belajar baik secara fisik maupun psikologi oleh guru.</li> <li>• Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru.</li> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>• Guru mempersiapkan pembelajaran proses penulisan berfokus pada menulis teks deskriptif.</li> </ul>	<b>10 Menit</b>
2.	<b>Kegiatan inti</b> <b>Mengamati :</b> <ul style="list-style-type: none"> <li>• Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari.</li> <li>• Guru mengenalkan tentang materi menulis teks</li> </ul>	<b>60 Menit</b>

	<p>deskriptif menggunakan Dialogue Journals.</p> <ul style="list-style-type: none"> <li>• Siswa mengidentifikasi materi teks deskriptif.</li> <li>• Siswa mencermati dan memahami topic yang dipilih dan telah disiapkan oleh guru.</li> </ul> <p><b>Mempertanyakan :</b></p> <ul style="list-style-type: none"> <li>• Guru memberi kesempatan kepada siswa untuk bertanya tentang materi menulis teks deskriptif dengan menggunakan teknik dialogue journal.</li> </ul> <p><b>Mengeksplorasi :</b></p> <ul style="list-style-type: none"> <li>• Guru akan menjelaskan dialogue journal kepada siswa dengan memberikan kertas selebar kepada siswa yang berisi dialogue journal yang berkaitan dengan pembelajaran descriptive text.</li> <li>• Siswa membaca descriptive text yang disajikan tentang mendeskripsikan seseorang, benda, atau animal</li> <li>• Menjelaskan unsur kebahasaan yang digunakan dalam teks.</li> <li>• Menjelaskan generic sturcture of the feature dari teks yang baru saja di baca.</li> <li>• Guru menjelaskan 5 aspek dalam writing</li> <li>• Menyebutkan kembali isi bacaan yang di baca pada descriptive text.</li> </ul> <p><b>Mengasosiasi :</b></p> <ul style="list-style-type: none"> <li>• Didepan kelas guru akan memodeling dialogue journal yang diberikan kepada siswa tadi dengan menjelaskan secara detail maksud dari dialogue journal tersebut.</li> </ul> <p><b>Mengomunikasikan :</b></p> <ul style="list-style-type: none"> <li>• Guru menunjukan contoh pada siswa yang berisi dialogue journals dan menjelaskan tentang dialogue journal.</li> <li>• Memberi intruksi kepada siswa untuk menulis descriptive text berbentuk journal entry.</li> <li>• Siswa menulis journal berdasarkan ide yang mereka pikirkan.</li> <li>• Setelah selesai siswa mengumpulkan secara kolektif</li> <li>• Selama proses pembelajaran siswa akan bertanya jika ada materi yang kurang paham.</li> </ul>	
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3.	<b>Kegiatan akhir :</b> <ul style="list-style-type: none"> <li>• Guru menyimpulkan pembelajaran hari ini, guru menyimpulkan bagaimana cara menulis descriptive text yang terdiri dari identification dan description, di dalam identification terdapat topic sentence dan supporting detail terdapat pada description. Siswa dapat memahami dengan baik sehingga siswa lebih bisa menulis dengan menggunakan dialogue journal.</li> <li>• Siswa diberitahu rencana pembelajaran untuk pertemuan selanjutnya.</li> <li>• Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama.</li> <li>• Siswa mengucapkan salam kepada guru.</li> </ul>	

## H. Sumber dan media

Buku Bahasa Inggris untuk SMP/MTs kelas VIII Semester Ganjil

## I. Penilaian

1. Teknik : Writing
2. Bentuk : Text
3. Instrument : Terlampir



**J. Rubrik penilaian**

Aspek penilaian writing :

No	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Bandar Lampung, 2019

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**SITI MUNASIH, S.Pd**  
**NIP.**

**DESSY MUALLIFAH**  
**NPM. 1511040217**

Mengetetahui,  
Kepala Madrasah

**SITI MASYITHAH, M.Pd**  
**NIP.**

## **LESSON PLAN 2** **(Experimental Class)**

<b>Nama Sekolah</b>	: MTs Al-Hikmah, Bandar Lampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII (Delapan)/ 1 (Satu)
<b>Alokasi Waktu</b>	: 2x40 menit
<b>Pertemuan ke</b>	: 2
<b>Skill</b>	: Writing
<b>Topik Pembelajaran</b>	: Descriptive Text
<b>Tema</b>	: Describing People

### **A. Kompetensi Inti :**

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
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### **B. Kompetensi Dasar**

- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian**

1. Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.
2. Siswa dapat mengidentifikasi struktur dan unsure kebahasaan dalam teks.
3. Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.

### **D. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mendeskripsikan orang yang dijelaskan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan topik secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari topik yang ada secara individu
6. Membuat teks deskriptif secara individu

### **E. Materi Pokok**

1. Definition of Descriptive Text

Descriptive text is text which describes the characteristics of something. It can be person, place, an animal, or thing.

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Descriptive text has social function to describe a particular person, place, animal, or thing.

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- a. Identification : It is to identify the phenomena that to be described.
- b. Description : It is to describe part, qualities, or characteristics.

4. Language features of descriptive text

- a. The use of adjective

Example : beautiful, handsome, big, tall, small, etc.

b. Using the Simple present tense

The simple present tense is used to described an action that is regular, true, or normal,. We also use the present tense:

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( I take car to the office)
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- For habits  
( I take a bath twice a day)
- For things that are always/generally true  
( They speak English at work)

5. Simple Present Tense

a. Nominal

Subject + To be + Adjective/Adverb. (positive sentence)

Subject + To be + Not + Adjective/Adverb. (negative sentence)

To be + subject + Adjective/Adverb. (interrogative sentence)

Example :

- He is handsome boy. (positive sentence)
- He is not handsome boy. (negative sentence)
- Is he handsome boy ?. (interrogative sentence)

b. Varbal

Subject + Verb1 (s/es) + Object. (positive sentence)

Subject + Do/Does + Not + Verb 1 + Object. (Negative sentence)

Do/Does + Subject + Verb 1 + Object ? (interrogative sentence)

Example :

- She drinks milk every morning. (positive sentence)
- She does not drink milk every morning . (Negative sentence)
- Does she drink milk every morning. (interrogative sentence)

Example of descriptive text about person

### **Iqbal Dhiafakhri Ramadhan**

**Identification :**

His full name is Iqbaal Dhiafakhri Ramadhan. You can call him Iqbaal. He was born on Surabaya 28th December 1999. He's 13th years old. He lives in Jl. Pondok Kopi III B no. D6/11 RT.6 RW.6 Jakarta Timur. He is the member of child boy band Indonesia named Coboy Junior.

**Description :**

He has good voice. He studies in Global Islamic School (GIS) Jakarta. The school address is on Jl. Condet Raya, Jakarta Timur. He is in 7c class. His hobbies are reading, listening music, singing, and watching cartoon movie. His favorite subjects are Fiqih and English. His idol are Justin Bieber, Greyson Chance. He has short, straight black haired and round eyes. And he also has thick eyebrow and eyelash. He has oval and cute face. He has pointed nosed and light brown skin. He has thin body. He's 150 cm. he has with teeth, and slim lips. His fashion style is moody.

**6. Metode Pembelajaran/Teknik : Dialogue Journals**

**7. Langkah – langkah Pembelajaran**

No	Kegiatan	Waktu
4.	<b>Pendahuluan</b> <ul style="list-style-type: none"> <li>Siswa mengucapkan salam kepada guru dan doa bersama-sama.</li> <li>Guru mengecek kehadiran siswa dan kesiapan belajar baik secara fisik maupun psikologi oleh guru.</li> </ul>	<b>10 Menit</b>

	<ul style="list-style-type: none"> <li>• Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru.</li> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>• Guru mempersiapkan pembelajaran proses penulisan berfokus pada menulis teks deskriptif.</li> </ul>	
5.	<p><b>Kegiatan inti</b></p> <p><b>Mengamati :</b></p> <ul style="list-style-type: none"> <li>• Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari.</li> <li>• Guru mengenalkan tentang materi menulis teks deskriptif menggunakan Dialogue Journals.</li> <li>• Siswa mengidentifikasi materi teks deskriptif.</li> <li>• Siswa mencermati dan memahami topic yang dipilih dan telah disiapkan oleh guru.</li> </ul> <p><b>Mempertanyakan :</b></p> <ul style="list-style-type: none"> <li>• Guru memberi kesempatan kepada siswa untuk bertanya tentang materi menulis teks deskriptif dengan menggunakan teknik dialogue journal.</li> </ul> <p><b>Mengeksplorasi :</b></p> <ul style="list-style-type: none"> <li>• Guru akan menjelaskan dialogue journal kepada siswa dengan memberikan kertas selebar kepada siswa yang berisi dialogue journal yang berkaitan dengan pembelajaran descriptive text.</li> <li>• Siswa membaca descriptive text yang disajikan tentang mendeskripsikan seseorang, benda, atau tempat</li> </ul>	<b>61 Menit</b>

	<ul style="list-style-type: none"> <li>• Menjelaskan unsur kebahasaan yang digunakan dalam teks.</li> <li>• Menjelaskan generic structure of the feature dari teks yang baru saja di baca.</li> <li>• Guru menjelaskan 5 aspek dalam writing.</li> <li>• Menyebutkan kembali isi bacaan yang di baca pada descriptive text.</li> </ul> <p><b>Mengasosiasi :</b></p> <ul style="list-style-type: none"> <li>• Didepan kelas guru akan memodeling dialogue journal yang diberikan kepada siswa tadi dengan menjelaskan secara detail maksud dari dialogue journal tersebut.</li> </ul> <p><b>Mengomunikasikan :</b></p> <ul style="list-style-type: none"> <li>• Guru membahas dan merespon berbagai journal yang telah di tulis oleh siswa dalam bentuk percakapan tertulis.</li> <li>• Guru memberikan kembali journal-journal siswa yang telah di respon oleh guru.</li> <li>• Siswa memberikan tanggapan/jawaban atas respon guru terhadap journal yang telah ditulis oleh siswa.</li> <li>• Setelah selesai menulis siswa mengumpulkan secara kolektif.</li> </ul>	
6.	<p><b>Kegiatan akhir :</b></p> <ul style="list-style-type: none"> <li>• Guru menyimpulkan pembelajaran hari ini, guru menyimpulkan bagaimana cara menulis descriptive text yang terdiri dari identification dan description, di dalam identification terdapat topic sentence dan supporting detail terdapat pada description. Siswa dapat memahami dengan baik sehingga siswa lebih bisa menulis dengan menggunakan dialogue journal.</li> <li>• Siswa diberitahu rencana pembelajaran untuk</li> </ul>	<b>10 menit</b>

	<p>pertemuan selanjutnya.</p> <ul style="list-style-type: none"> <li>• Siswa dan guru mengakhiri kegiatan pembelajaran dengan berdoa bersama-sama.</li> <li>• Siswa mengucapkan salam kepada guru.</li> </ul>	
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### 8. Sumber dan media

Buku Bahasa Inggris untuk SMP/MTs kelas VIII Semester Ganjil

### 9. Penilaian

4. Teknik : Writing

5. Bentuk : Text

6. Instrument : Terlampir

### 10. Rubrik penilaian

Aspek penilaian writing :

No	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Bandar Lampung, 2019

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**SITI MUNASIH, S.Pd**  
NIP.

**DESSY MUALLIFAH**  
NPM. 1511040217

Mengetahui,  
Kepala Madrasah

**SITI MASYITHAH, M.Pd.**



## Appendix 7

### LESSON PLAN 1

#### (Control Class)

<b>Nama Sekolah</b>	: MTs Al-Hikmah, Bandar Lampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII (Delapan)/ 1 (satu)
<b>Alokasi Waktu</b>	: 2x40 menit
<b>Pertemuan ke</b>	: 1
<b>Skill</b>	: Writing
<b>Topik Pembelajaran</b>	: Descriptive Text
<b>Tema</b>	: Describing Things

#### A. Kompetensi Inti :

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkapmaknadalamteksdeskriptiflisandantulis, pendekdandsederhana.

4.12 Menyusunteksdeskriptiflisandantulis, pendekdandsederhana, tentang orang, binatang, danbenda, denganmemperhatikanfungsi sosial, strukturteks, danunsurkebahasaan yangbenardansesuaikonteks.

### **C. Indikator Pencapaian**

1. Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaanya.
2. Siswa dapat mengidentifikasi struktur dan unsure kebahasaan dalam teks.
3. Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima

### **D. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mendeskripsikan orang yang dijelaskan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan topik secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari topik yang ada secara individu
6. Membuat teks deskriptif secara individu

### **E. Materi Pokok**

#### **1. Definition of Descriptive Text**

Descriptive text is text which describes the characteristics of something. It can be person, place, an animal, or thing.

#### **2. Social Function**

Descriptive text has social function to describe a particular person, place, animal, or thing.

#### **3. Generic structure of Descriptive Text**

- a. Identification : It is to identify the phenomena that to be described.
- b. Description : It is to describe part, qualities, or characteristics.

#### **4. Language features of descriptive text**

##### **a. The use of adjective**

Example : beautiful, handsome, big, tall, small, etc.

b. Using the Simple present tense

The simple present tense is used to describe an action that is regular, true, or normal. We also use the present tense:

- For repeated or regular actions in the present time period  
( I take car to the office)
- For Facts  
( A cow has four legs)
- For habits  
( I take a bath twice a day)
- For things that are always/generally true  
( They speak English at work)

5. Simple Present Tense

a. Nominal

Subject + To be + Adjective/Adverb. (positive sentence)

Subject + To be + Not + Adjective/Adverb. (negative sentence)

To be + subject + Adjective/Adverb. (interrogative sentence)

Example :

- He is handsome boy. (positive sentence)
- He is not handsome boy. (negative sentence)
- Is he handsome boy ?. (interrogative sentence)

b. Verbal

Subject + Verb1 (s/es) + Object. (positive sentence)

Subject + Do/Does + Not + Verb 1 + Object. (Negative sentence)

Do/Does + Subject + Verb 1 + Object ? (interrogative sentence)

Example :

- She drinks milk every morning. (positive sentence)
- She does not drink milk every morning . (Negative sentence)
- Does she drink milk every morning. (interrogative sentence)

Example of descriptive text about things

### **My Family**

**Identification :**

My family have four members : those are I, my brother, and parents of course.

**Description :**

My mother is 47 years old. Her name's Annisa. She's thin faced and she's got long blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good looking, always well dressed and elegant.

My father Lukmat is 5 years older than my mother. He is 52 years old. In spite of his age he's still black haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. his cooking and his meals are always very tasty as well as my mother.

Finally, my brother Reza. He is 14 years old. He is also black haired and green eyed. He is rather improved. But he is very sensible, smart, and co-operative. Right now he is studying Arabic.

They all except me, speak Javanese very well, because we were living in yogyakarta for 5 years. My brother have been going to primary school there. Unfortunately was only 3 years when we were leaving to jakarta. So, I can't speak Javanese. Now we are happily living in jakarta.

**F. Metode Pembelajaran/Teknik : Picture word inductive model**

**G. Langkah – langkah Pembelajaran**

No	Kegiatan	Waktu
1.	<b>Pendahuluan</b> <ul style="list-style-type: none"> <li>Siswa mengucapkan salam kepada guru dan doa bersama-sama.</li> <li>Guru mengecek kehadiran siswa dan kesiapan belajar baik secara fisik maupun psikologi oleh guru.</li> <li>Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru.</li> <li>Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>Guru mempersiapkan pembelajaran proses penulisan berfokus pada menulis teks deskriptif.</li> </ul>	<b>10 enit</b>
2.	<b>Kegiatan inti</b> <b>Mengamati :</b> <ul style="list-style-type: none"> <li>Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari.</li> <li>Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui.</li> </ul> <b>Mempertanyakan :</b> <ul style="list-style-type: none"> <li>Guru memberi kesempatan kepada siswa untuk bertanya tentang materi menulis teks deskriptif dengan menggunakan picture word inductive model.</li> </ul> <b>Mengeksplorasi :</b> <ul style="list-style-type: none"> <li>Guru akan menjelaskan definisi dan tujuan dari descriptive text.</li> <li>Guru akan menjelaskan generic structure dan language feature yang di miliki oleh descriptive text.</li> <li>Guru akan menjelaskan tenses yang biasanya di gunakan dalam descriptive text, yaitu simple present tense.</li> <li>Guru memberikan contoh tentang descriptive text tentang place (candi borobudur)</li> </ul>	<b>60 Menit</b>

	<ul style="list-style-type: none"> <li>• Menyebutkan kembali isi bacaan yang di baca pada descriptive text.</li> </ul> <p><b>Mengasosiasi :</b></p> <ul style="list-style-type: none"> <li>• Didepan kelas guru akan menunjukan sebuah gambar dan meminta siswa untuk mengidentifikasi apa yang mereka lihat dari gambar tersebut.</li> </ul> <p><b>Mengomunikasikan :</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan contoh descriptive text beserta gambar dan siswa diminta untuk menganalisis text tersebut sesuai dengan beberapa informasi yang telah di peroleh.</li> <li>• Kemudian guru memberikan gambar lain dan meminta siswa untuk mengidentifikasi gambar tersebut.</li> <li>• Guru meminta siswa mulai menulis kosakata yang mereka ketahui dari gambar tersebut.</li> <li>• Guru meminta siswa memberikan label pada gambar yang sudah di identifikasi.</li> <li>• Guru membaca kosakata dan mengulangi gambar kata yang telah terbentuk.</li> <li>• Guru meminta siswa untuk membaca kata-kata tersebut kemudian mengklasifikasikannya kedalam berbagai kelompok dan mengidentifikasi kesamaan konsep.</li> <li>• Guru menambahkan kata-kata bila tidak ditemukan oleh siswa.</li> <li>• Guru membimbing siswa menciptakan judul yang sesuai dengan gambar kata.</li> <li>• Guru meminta siswa untuk membuat descriptive text tentang seseorang berdasarkan gambar yang ditunjukan.</li> <li>• Guru membaca dan mengulang kalimat yang dibuat oleh siswa.</li> </ul>	
3.	<p><b>Kegiatan akhir :</b></p> <ul style="list-style-type: none"> <li>• Guru menyimpulkan pembelajaran hari ini</li> <li>• Guru menyampaikan materi yang akan di pelajari berikutnya.</li> <li>• Guru mengucapkan salam.</li> </ul>	<b>10 enit</b>

## H. Sumber dan media

Buku Bahasa Inggris untuk SMP/MTs kelas VIII Semester Genap

### **I. Penilaian**

- 1. Teknik : Writing**
- 2. Bentuk : Text**
- 3. Instrument : Terlampir**

### **J. Rubrik penilaian**

Aspek penilaian writing :

<b>No</b>	<b>Aspect</b>	<b>Score</b>
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Bandar Lampung, 2019

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**SITI MUNASIH, S.Pd**  
**NIP.**

**DESSY MUALLIFAH**  
**NPM. 1511040217**

Mengetetahui,  
Kepala Madrasah

**SITI MASYITHAH, M.Pd**  
**NIP.**

## LESSON PLAN 2

### (Control Class)

<b>Nama Sekolah</b>	: MTs Al-Hikmah, Bandar Lampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII (Delapan)/ 1 (Satu)
<b>Alokasi Waktu</b>	: 2x40 menit
<b>Pertemuan ke</b>	: 2
<b>Skill</b>	: Writing
<b>Topik Pembelajaran</b>	: Descriptive Text
<b>Tema</b>	: Describing People

#### **A. Kompetensi Inti :**

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### **B. Kompetensi Dasar**

- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.



- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian**

1. Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.
2. Siswa dapat mengidentifikasi struktur dan unsure kebahasaan dalam teks.
3. Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima

### **D. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mendeskripsikan orang yang dijelaskan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan topik secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari topik yang ada secara individu
6. Membuat teks deskriptif secara individu

### **E. Materi Pokok**

1. Definition of Descriptive Text

Descriptive text is text which describes the characteristics of something. It can be person, place, an animal, or thing.

2. Social Function

Descriptive text has social function to describe a particular person, place, animal, or thing.

3. Generic structure of Descriptive Text

- a. Identification : It is to identify the phenomena that to be described.
- b. Description : It is to describe part, qualities, or characteristics.

4. Language features of descriptive text

- a. The use of adjective

Example : beautiful, handsome, big, tall, small, etc.

b. Using the Simple present tense

The simple present tense is used to described an action that is regular, true, or normal,. We also use the present tense:

- For repeated or regular actions in the present time period  
( I take car to the office)
- For Facts  
( A cow has four legs)
- For habits  
( I take a bath twice a day)
- For things that are always/generally true  
( They speak English at work)

## 5.Simple Present Tense

a. Nominal

Subject + To be + Adjective/Adverb. (positive sentence)

Subject + To be + Not + Adjective/Adverb. (negative sentence)

To be + subject + Adjective/Adverb. (interrogative sentence)

Example :

- He is handsome boy. (positive sentence)
- He is not handsome boy. (negative sentence)
- Is he handsome boy ?. (interrogative sentence)

b. Varbal

Subject + Verbl (s/es) + Object. (positive sentence)

Subject + Do/Does + Not + Verb 1 + Object. (Negative sentence)

Do/Does + Subject + Verb 1 + Object ? (interrogative sentence)

Example :

- She drinks milk every morning. (positive sentence)
- She does not drink milk every morning . (Negative sentence)
- Does she drink milk every morning. (interrogative sentence)

Example of descriptive text about person

### **Iqbal Dhiafakhri Ramadhan**

**Identification :**

His full name is Iqbaal Dhiafakhri Ramadhan. You can call him Iqbaal. He was born on Surabaya 28th December 1999. He's 13th years old. He lives in Jl. Pondok Kopi III B no. D6/11 RT.6 RW.6 Jakarta Timur. He is the member of child boy band Indonesia named Coboy Junior.

**Description :**

He has good voice. He studies in Global Islamic School (GIS) Jakarta. The school address is on Jl. Condet Raya, Jakarta Timur. He is in 7c class. His hobbies are reading, listening music, singing, and watching cartoon movie. His favorite subjects are Fiqih and English. His idol are Justin Bieber, Greyson Chance. He has short, straight black haired and round eyes. And he also has thick eyebrow and eyelash. He has oval and cute face. He has pointed nosed and light brown skin. He has thin body. He's 150 cm. he has with teeth, and slim lips. His fashion style is moody.

**F. Metode Pembelajaran/Teknik : picture word inductive model (PWIM)**

**G. Langkah – langkah Pembelajaran**

No	Kegiatan	Waktu
1.	<b>Pendahuluan</b> <ul style="list-style-type: none"> <li>Siswa mengucapkan salam kepada guru dan doa bersama-sama.</li> <li>Guru mengecek kehadiran siswa dan kesiapan belajar baik secara fisik maupun</li> </ul>	<b>10 Menit</b>

	<p>psikologi oleh guru.</p> <ul style="list-style-type: none"> <li>• Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru.</li> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>• Guru mempersiapkan pembelajaran proses penulisan berfokus pada menulis teks deskriptif.</li> </ul>	
2.	<p><b>Kegiatan inti</b></p> <p><b>Mengamati :</b></p> <ul style="list-style-type: none"> <li>• Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari.</li> <li>• Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui.</li> </ul> <p><b>Mempertanyakan :</b></p> <ul style="list-style-type: none"> <li>• Guru memberi kesempatan kepada siswa untuk bertanya tentang materi menulis teks deskriptif dengan menggunakan picture word inductive model.</li> </ul> <p><b>Mengeksplorasi :</b></p> <ul style="list-style-type: none"> <li>• Guru akan menjelaskan definisi dan tujuan dari descriptive text.</li> <li>• Guru akan menjelaskan generic structure dan language feature yang dimiliki oleh descriptive text.</li> <li>• Guru akan menjelaskan tenses yang biasanya</li> </ul>	<b>60 Menit</b>

	<p>di gunakan dalam descriptive text, yaitu simple present tense.</p> <ul style="list-style-type: none"> <li>• Guru memberikan contoh tentang descriptive text tentang seseorang (Iqbal Dhiafakhri Ramadhan)</li> <li>• Menyebutkan kembali isi bacaan yang di baca pada descriptive text.</li> </ul> <p><b>Mengasosiasi :</b></p> <ul style="list-style-type: none"> <li>• Didepan kelas guru akan menunjukan sebuah gambar dan meminta siswa untuk mengidentifikasi apa yang mereka lihat dari gambar tersebut.</li> </ul> <p><b>Mengomunikasikan :</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan contoh descriptive text beserta gambar dan siswa diminta untuk menganalisis text tersebut sesuai dengan beberapa informasi yang telah di peroleh.</li> <li>• Kemudian guru memberikan gambar lain dan meminta siswa untuk mengidentifikasi gambar tersebut.</li> <li>• Guru meminta siswa mulai menulis kosakata yang mereka ketahui dari gambar tersebut.</li> <li>• Guru meminta siswa memberikan label pada gambar yang sudah di identifikasi.</li> <li>• Guru membaca kosakata dan mengulangi gambar kata yang telah terbentuk.</li> <li>• Guru meminta siswa untuk membaca kata-kata tersebut kemudian mengklasifikasikannya kedalam berbagai kelompok dan mengidentifikasi kesamaan konsep.</li> </ul>	
--	---	--

	<ul style="list-style-type: none"> <li>• Guru menambahkan kata-kata bila tidak ditemukan oleh siswa.</li> <li>• Guru membimbing siswa menciptakan judul yang sesuai dengan gambar kata.</li> <li>• Guru meminta siswa untuk membuat descriptive text tentang seseorang berdasarkan gambar yang ditunjukkan.</li> <li>• Guru membaca dan mengulang kalimat yang dibuat oleh siswa.</li> </ul>	
3.	<b>Kegiatan akhir :</b> <ul style="list-style-type: none"> <li>• Guru menyimpulkan pembelajaran hari ini</li> <li>• Guru menyampaikan materi yang akan di pelajari berikutnya.</li> <li>• Guru mengucapkan salam.</li> </ul>	<b>10 menit</b>

#### H. Sumber dan media

Buku Bahasa Inggris untuk SMP/MTs kelas VIII Semester Ganjil

#### I. Penilaian

1. Teknik : Writing

2. Bentuk : Text

3. Instrument : Terlampir

#### J. Rubrik penilaian

Aspek penilaian writing :

No	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Bandar Lampung, 2019

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**SITI MUNASIH, S.Pd**

**DESSY MUALLIFAH**  
**NPM. 1511040217**

Mengetetahui,  
Kepala Madrasah

**SITI MASYITHAH, M.Pd.**

### **LESSON PLAN 3** **(Control Class)**

<b>Nama Sekolah</b>	: MTs Al-Hikmah, Bandar Lampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII (Delapan)/ 1(satu)
<b>Alokasi Waktu</b>	: 2x40 menit
<b>Pertemuan ke</b>	:3
<b>Skill</b>	: Writing
<b>Topik Pembelajaran</b>	: Descriptive Text
<b>Tema</b>	: Describing Animal

#### **A. Kompetensi Inti :**

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### **B. Kompetensi Dasar**

- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.



### C. Indikator Pencapaian

1. Siswa dapat menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai konteks penggunaannya.
2. Siswa dapat mengidentifikasi struktur dan unsure kebahasaan dalam teks.
3. Siswa dapat menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima

### D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mendeskripsikan orang yang dijelaskan oleh guru secara seksama.
2. Menanggapi pertanyaan yang diberikan guru berdasarkan topik secara lisan
3. Mengidentifikasi informasi rinci dari teks deskriptif secara akurat
4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan
5. Menulis deskripsi dari topik yang ada secara individu
6. Membuat teks deskriptif secara individu

### E. Materi Pokok

#### 1. Definition of Descriptive Text

Descriptive text is text which describes the characteristics of something. It can be person, place, an animal, or thing.

#### 2. Social Function

Descriptive text has social function to describe a particular person, place, animal, or thing.

#### 3. Generic structure of Descriptive Text

- a. Identification : It is to identify the phenomena that to be described.
- b. Description : It is to describe part, qualities, or characteristics.

#### 4. Language features of descriptive text

- a. The use of adjective

Example : beautiful, handsome, big, tall, small, etc.

- b. Using the Simple present tense

The simple present tense is used to describe an action that is regular, true, or normal. We also use the present tense:

- For repeated or regular actions in the present time period  
( I take car to the office)
- For Facts  
( A cow has four legs)
- For habits  
( I take a bath twice a day)
- For things that are always/generally true  
( They speak English at work)

## 5. Simple Present Tense

### a. Nominal

Subject + To be + Adjective/Adverb. (positive sentence)

Subject + To be + Not + Adjective/Adverb. (negative sentence)

To be + subject + Adjective/Adverb. (interrogative sentence)

Example :

- He is handsome boy. (positive sentence)
- He is not handsome boy. (negative sentence)
- Is he handsome boy ?. (interrogative sentence)

### b. Verbal

Subject + Verb1 (s/es) + Object. (positive sentence)

Subject + Do/Does + Not + Verb 1 + Object. (Negative sentence)

Do/Does + Subject + Verb 1 + Object ? (interrogative sentence)

Example :

- She drinks milk every morning. (positive sentence)
- She does not drink milk every morning . (Negative sentence)
- Does she drink milk every morning. (interrogative sentence)

Example of descriptive text about animal

### **Elephant**

**Identification :**

The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of adult female elephant as the leader of the group, their children and their relative female elephants.

**Description :**

The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometers. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

**F. Metode Pembelajaran/Teknik : Picture word inductive model**

**G. Langkah – langkah Pembelajaran**

No	Kegiatan	Waktu
1.	<b>Pendahuluan</b> <ul style="list-style-type: none"> <li>Siswa mengucapkan salam kepada guru dan</li> </ul>	<b>10 menit</b>

	<p>doa bersama-sama.</p> <ul style="list-style-type: none"> <li>• Guru mengecek kehadiran siswa dan kesiapan belajar baik secara fisik maupun psikologi oleh guru.</li> <li>• Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang disampaikan oleh guru.</li> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>• Guru mempersiapkan pembelajaran proses penulisan berfokus pada menulis teks deskriptif.</li> </ul>	
2.	<p><b>Kegiatan inti</b></p> <p><b>Mengamati :</b></p> <ul style="list-style-type: none"> <li>• Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari.</li> <li>• Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui.</li> </ul> <p><b>Mempertanyakan :</b></p> <ul style="list-style-type: none"> <li>• Guru memberi kesempatan kepada siswa untuk bertanya tentang materi menulis teks deskriptif dengan menggunakan picture word inductive model.</li> </ul> <p><b>Mengeksplorasi :</b></p>	<b>60Menit</b>

	<ul style="list-style-type: none"> <li>• Guru akan menjelaskan definisi dan tujuan dari descriptive text.</li> <li>• Guru akan menjelaskan generic structure dan language feature yang dimiliki oleh descriptive text.</li> <li>• Guru akan menjelaskan tenses yang biasanya digunakan dalam descriptive text, yaitu simple present tense.</li> <li>• Guru memberikan contoh tentang descriptive text tentang hewan (gajah)</li> <li>• Menyebutkan kembali isi bacaan yang dibaca pada descriptive text.</li> </ul> <p><b>Mengasosiasi :</b></p> <ul style="list-style-type: none"> <li>• Didepan kelas guru akan menunjukan sebuah gambar dan meminta siswa untuk mengidentifikasi apa yang mereka lihat dari gambar tersebut.</li> </ul> <p><b>Mengomunikasikan :</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan contoh descriptive text beserta gambar dan siswa diminta untuk menganalisis text tersebut sesuai dengan beberapa informasi yang telah diperoleh.</li> <li>• Kemudian guru memberikan gambar lain dan meminta siswa untuk mengidentifikasi gambar tersebut.</li> <li>• Guru meminta siswa mulai menulis kosakata yang mereka ketahui dari gambar tersebut.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Guru meminta siswa memberikan label pada gambar yang sudah diidentifikasi.</li> <li>• Guru membaca kosakata dan mengulangi gambar kata yang telah terbentuk.</li> <li>• Guru meminta siswa untuk membaca kata-kata tersebut kemudian mengklasifikasikannya kedalam berbagai kelompok dan mengidentifikasi kesamaan konsep.</li> <li>• Guru menambahkan kata-kata bila tidak ditemukan oleh siswa.</li> <li>• Guru membimbing siswa menciptakan judul yang sesuai dengan gambar kata.</li> <li>• Guru meminta siswa untuk membuat descriptive text tentang seseorang berdasarkan gambar yang ditunjukkan.</li> <li>• Guru membaca dan mengulang kalimat yang dibuat oleh siswa.</li> </ul>	
3.	<p><b>Kegiatan akhir :</b></p> <ul style="list-style-type: none"> <li>• Guru menyimpulkan pembelajaran hari ini</li> <li>• Guru menyampaikan materi yang akan di pelajari berikutnya.</li> <li>• Guru mengucapkan salam.</li> </ul>	<b>10 menit</b>

## H. Sumber dan media

Buku Bahasa Inggris untuk SMP/MTs kelas VIII Semester Ganjil

**I. Penilaian**

1. Teknik : Writing
2. Bentuk : Text
3. Instrument : Terlampir

**J. Rubrik penilaian**

Aspek penilaian writing :

No	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Bandar Lampung, 2019

Guru Bahasa Inggris,

Mahasiswa Peneliti,

**SITI MUNASIH, S.Pd**

**DESSY MUALLIFAH**  
**NPM. 1511040217**

Mengetetahui,  
Kepala Madrasah

**SITI MASYITHAH, M.Pd.**

**Appendix 8****The Name of Students in Experiment Class (VIII A)**

No	Nama	Students' Code
1	AAN MARYO	E1
2	ABIE ALFARENDY	E2
3	ADAM RAMADHAN	E3
4	ADELIA PUTRI AZZAHRA	E4
5	ADI SETIO	E5
6	APRILIA DINA AHSANTI	E6
7	AZIZAH FITRIANI	E7
8	BAYU PRASETYO	E8
9	DEA KHOTIMATUL LAYLA	E9
10	DEDI FAKHRI ABDURAFFI	E10
11	FADHILA ZAHARANI	E11
12	FAIZ FAHMI IDAMSYAH	E12
13	FITRIA SHAINA ZAHARANI	E13
14	GHALIB ADNAN	E14
15	HANNAYYARA IZAZ DANISH	E15
16	IMAM AHMAD RAMADHANI	E16
17	LULU DWIANA AZIZAH	E17
18	M. DAFFA PRATAMA FATONI	E18
19	M. IKHWAN M.H	E19
20	M .DILLI DAMBOO	E20
21	M. ODINOFAN SANJAYA	E21
22	MEISYA ELSANDRA	E22
23	M AR ROFI ADITIA UMAR	E23
24	NADIA SAHARANI	E24
25	NAYLA AZZAHRA SALSABILA	E25
26	NUR AJI ALAMASYAH	E26
27	NURUL HAFIZD ASYIFA	E27
28	PUTRI PATMA WATI	E28
29	RAIHAM ZAHRI	E29
30	RIKO SETIAWAN	E30
31	SANDA APRILIANI UTAMI	E31
32	SATRIA GIGIH HESANDO	E32
33	SITI NUR HASANAH	E33
34	UKE IHSANIA KIRANI	E34
35	VIRGIE MAULANA FAHRIZAL	E35
36	ZAHWA MILLATIZZAHRAH	E36



**Appendix 9****The Name of Students in Control Class (VIII B)**

No	Nama	Students' Code
1	ADIP SATIO	C1
2	AFFAN PATRIA JAYA RUSLY	C2
3	AHMAD ZAKI	C3
4	AHMAD ZULFADHLILLAH	C4
5	ALIM SAJIDAH	C5
6	ARUM MULYA	C6
7	BIMANTARA WAHYU SAPUTRA	C7
8	CITAMA DEWI SUBROTO	C8
9	DELLA VIANKA IMAMA	C9
10	DOHAN ZULKARNAIN	C10
11	FANNISA SEPTARIANI	C11
12	FARHAN DESTA FENDRI	C12
13	FITRIAN RAMADHANI	C13
14	HAIKAL DHERLIAN	C14
15	HANY ISLAMI TASYA	C15
16	IRFAN FADHILAH PRATAMA	C16
17	LUTHFIANA RIF'AH	C17
18	M. NGABDILLAH MASANI	C18
19	M. FARICH MUTAMAM	C19
20	M. RIFA'I FIRDAUS	C20
21	MERIZA ANGGRAINI	C21
22	MUHAMMAD DELFYNO PRATAMA	C22
23	NADIA TUL'ULA FITRI	C23
24	NESA AULIA PUTRI	C24
25	NUR HIDAYAT	C25
26	NURUL SULISTYA NINGSIH	C26
27	RAFA MAHARANI	C27
28	RESTU SABEKTI	C28
29	RINALDI FEBRIAN SAPUTRA	C29
30	SANIYYAH RAMADANI	C30
31	SONIA TURRAFIAH	C31
32	SUCSES ARYA GENG SETIAWAN	C32
33	UMI KHOTIMATUL FITRI	C33
34	YATNO MULYO	C34

**Appendix 10****Instrument for Readability Test****Name :****Class :****Berdasarkan instrument tes menulis esai, jawablah pertanyaan berikut.**

<b>No.</b>	<b>Pertanyaan</b>	<b>Ya</b>	<b>Tidak</b>	<b>Skala (1-10)*</b>	<b>Komentar</b>
1.	Apakah petunjuk dan instruksi pada instrument test cukup jelas?				
2.	Apakah anda memahami alokasi waktu yang diberikan?				
3.	Apakah anda memahami topik yang diberikan?				
4.	Apakah anda memahami aspect of writing yang terdiri dari content, organization, vocabulary, language dan mechanics?				
5.	Apakah anda memahami generic structure dalam descriptive teks yang terdiri dari identification and description?				

**\* 1 menjelaskan sebuah soal mudah dibaca dan 10 menjelaskan sebuah soal sulit untuk dibaca.**

## Appendix 11

### Result of Readability Test

No	Students' Name	Scale					Total	Average
		1	2	3	4	5		
1	AJIMI MUSTHOFA	1	2	4	5	6	18	3,6
2	ALAN SAMUDRA	2	3	6	1	6	18	3,6
3	ALDO ILHAM TRISETIAWAN	2	3	2	3	4	14	2,8
4	ANGGUN NAADHIRAH ZAHARA	1	2	8	8	2	21	4,2
5	AULIA ADILA	1	2	8	1	1	13	2,6
6	CANDRA MUHAMMAD FAUZAN	1	1	5	6	4	17	5,6
7	CRISTINA WIRANDA	1	1	9	7	1	19	3,8
8	DESTA AMALIA CONTESA	1	1	10	10	1	23	4,6
9	EBAONG KHANEHAN	2	3	5	3	4	17	3,4
10	FARREN AUREL NUR FATHIAH	2	2	6	7	3	20	4
11	FERDI KURNIAWAN	1	1	4	2	1	9	1,8
12	FLORA SANDA FRATIWI	1	2	8	6	7	24	4,8
13	HILMAN NASIR	3	3	2	5	5	18	3,6
14	INTAN ZELIA NABILA BALQIS	1	1	7	1	1	11	2,2
15	ISMATULLAH	5	4	5	3	2	19	3,8
16	M. DILLON GEOFANI	2	4	5	5	3	19	3,8
17	M. RIZKI SETIAWAN	1	2	4	5	4	14	2,8
18	M. FIKRI NURRAHMAN AL HAFIDZ	1	2	4	4	5	16	3,2
19	M. RIZQULLAH IBNU EDITIO	3	4	6	2	4	19	3,8
20	MARIA ULFA	1	1	10	5	1	18	3,6
21	MEYLANDEA RAHMASARI	1	2	9	3	7	22	4,4
22	MUHAMMAD GHANI	1	1	8	2	1	13	2,6
23	NAESYA FADILAH	1	2	3	4	5	15	5,6
24	NESA OKTAFIA	1	1	10	5	2	19	3,8
25	NUR RAFLI SAPUTRA	1	1	9	2	3	16	3,2
26	OLGA JULIAN MAHARANI	2	1	1	3	7	14	2,8
27	RIDWAN HADI	1	3	6	2	1	13	2,6
28	RIFKA AULIA AGUSTIN	1	1	5	8	5	20	5
29	RIYYAN SYAH REAL	3	3	5	5	3	19	5,4
30	SOVI ALNIKAROHMAH	1	1	8	6	4	20	4
31	SYAIFUL IKHWAN	1	1	8	8	3	21	4,2
32	VEMA HERMAYA	1	3	5	5	7	21	5
33	YOSHIKI ICKSAN ALI	1	1	5	5	4	16	5,2
34	M. HABIB RIZIQ	1	2	4	5	2	14	2,8
TOTAL MEAN							128,2	
MEAN								3,77

Based on the finding of Kouame's research, if the mean of all items of instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instruments) of writing test above is 3,77 (lower than 4.46), it means that the instrument is readable.

## Appendix 12

### INSTRUMENT OF PRE-TEST

**Name** :  
**Class** :  
**Subject/ Sub matter** : English/ Writing (Descriptive Text)  
**Class/Time Allocation** : VIII/ 60 minutes

#### Direction:

1. Write your name and your class clearly on the paper.
2. Use your own words and work by yourself.
3. Work individually

#### Instruction:

1. Please choose one of three topics below:
  - a. Susilo Bambang Yudhoyono
  - b. My bag
  - c. The cat
2. Write your text in the present tense form and by covered the generic structures of descriptive text (identification and description).
3. Your work will be scored on the basic of such aspect organization, content, vocabulary, language, and mechanics.
4. Write a descriptive text based on the topics provided.

***Good Luck***

### INSTRUMENT OF POST-TEST

**Name** :  
**Class** :  
**Subject/ Sub matter** : English/ Writing (Descriptive Text)  
**Class/Time Allocation** : VIII/ 60 minutes

**Direction:**

1. Write your name and your class clearly on the paper.
2. Use your own words and work by yourself.
3. Work individually

**Instruction:**

1. Please choose one of three topics below:
  - a. Joko Widodo
  - b. My class
  - c. The Rabbit
2. Write your text in the present tense form and by covered the generic structures of descriptive text (identification and description).
3. Your work will be scored on the basic of such aspect organization, content, vocabulary, language, and mechanics.
4. Write a descriptive text based on the topics provided.

***Good Luck***

## Appendix 13

### The Score of Students in Control Class

No	Students' Code	Score	Score	Gain
		Pre-test	Post Test	
1	C-1	57	64	7
2	C-2	56	58	2
3	C-3	56	63	7
4	C-4	61	66	5
5	C-5	76	80	4
6	C-6	73	82	9
7	C-7	63	66	3
8	C-8	55	66	11
9	C-9	59	66	7
10	C-10	68	73	5
11	C-11	58	62	4
12	C-12	61	70	9
13	C-13	65	68	3
14	C-14	56	58	2
15	C-15	54	61	7
16	C-16	60	65	5
17	C-17	73	77	4
18	C-18	61	70	9
19	C-19	56	59	3
20	C-20	75	87	12
21	C-21	54	61	7
22	C-22	57	62	5
23	C-23	53	57	4
24	C-24	62	71	9
25	C-25	72	75	3
26	C-26	61	63	2
27	C-27	57	64	7
28	C-28	73	78	5
29	C-29	55	59	4
30	C-30	56	65	9
31	C-31	55	64	9
32	C-32	61	68	7
33	C-33	72	79	7
34	C-34	62	67	5

## Appendix 14

### The Score of Students in Experimental Class

No	Students' Code	Score	Score	Gain
		Pre-test	Post Test	
1	E-1	68	78	10
2	E-2	62	66	4
3	E-3	58	68	10
4	E-4	60	68	8
5	E-5	71	78	7
6	E-6	64	76	12
7	E-7	63	69	6
8	E-8	63	77	14
9	E-9	61	71	10
10	E-10	52	60	8
11	E-11	60	67	7
12	E-12	65	77	12
13	E-13	58	64	6
14	E-14	61	65	4
15	E-15	54	62	8
16	E-16	61	69	8
17	E-17	59	66	7
18	E-18	72	84	12
19	E-19	68	74	6
20	E-20	54	69	15
21	E-21	63	73	10
22	E-22	70	80	10
23	E-23	73	80	7
24	E-24	67	79	12
25	E-25	61	67	6
26	E-26	59	63	4
27	E-27	59	69	10
28	E-28	72	80	8
29	E-29	65	72	7
30	E-30	63	75	12
31	E-31	62	68	6
32	E-32	60	70	10
33	E-33	53	63	10
34	E-34	59	67	8
35	E-35	69	76	7
36	E-36	70	82	12

## Appendix 15

### The Result Normality Test of the Experimental and Control Class

Technique		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	Experimental	.154	36	.030	.952	36	.118
	Control	.158	34	.031	.941	34	.067

a. Lilliefors Significance Correction



## Appendix 16

### The Result of Homogeneity Test of Variances

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.000	1	68	.989
	Based on Median	.012	1	68	.913
	Based on Median and with adjusted df	.012	1	67.820	.913
	Based on trimmed mean	.002	1	68	.962

## Appendix 17

### The Result of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain	Equal variances assumed	.000	.989	3.529	68	.001	2.34150	.66347	1.01757	3.66544
	Equal variances not assumed			3.529	67.779	.001	2.34150	.66345	1.01752	3.66548

## Appendix 18

### The Result of Reliability Pre-Test Experimental Class

#### Case Processing Summary

		N	%
Cases	Valid	34	94.4
	Excluded <sup>a</sup>	2	5.6
	Total	36	100.0

a. Listwise deletion based on all variables in the procedure.

b.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.955	.964	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Content_1	109.7222	96.035	.749	.852	.917
Content_2	111.1944	93.933	.796	.871	.914
Organization_1	110.3056	93.247	.841	.913	.911
Organization_2	111.3889	91.502	.773	.872	.917
Vocab_1	111.1389	106.123	.797	.862	.918
Vocab_2	112.6111	100.873	.693	.773	.919
Language_1	111.3889	104.130	.626	.831	.923
Language_2	112.6667	101.714	.714	.875	.918
Mechanic_1	119.2222	107.721	.700	.870	.921
Mechanic_2	119.8611	107.837	.604	.841	.924

## Appendix 19

### The Result of Reliability Post-Test Experimental Class

#### Case Processing Summary

		N	%
Cases	Valid	36	100.0
	Excluded <sup>a</sup>	0	.0
	Total	36	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.944	10

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Content_1	126.8056	130.275	.792	.963	.923
Content_2	127.8889	130.787	.757	.963	.924
Organization_1	126.6667	134.686	.710	.864	.927
Organization_2	127.5000	133.971	.708	.885	.927
Vocab_1	126.5556	130.197	.765	.855	.924
Vocab_2	127.5556	128.711	.732	.832	.925
Language_1	124.9444	115.825	.810	.939	.924
Language_2	126.0000	115.314	.806	.941	.924
Mechanic_1	135.8333	141.800	.802	.813	.928
Mechanic_2	136.2500	141.279	.764	.824	.928

## Appendix 20

### Result Pre-Test in Control Class

		Score	Technique
N	Valid	34	34
	Missing	0	0
Mean		61.5588	1.0000
Median		60.5000	1.0000
Mode		56.00 <sup>a</sup>	1.00
Std. Deviation		6.99000	.00000
Variance		48.860	.000
Skewness		.846	
Std. Error of Skewness		.403	.403
Range		23.00	.00
Minimum		53.00	1.00
Maximum		76.00	1.00
Sum		2093.00	34.00
Percentiles	25	56.0000	1.0000
	50	60.5000	1.0000
	75	65.7500	1.0000

## Appendix 21

### Result Pre-Test in Experimnetal Class

		Score	Technique
N	Valid	36	36
	Missing	0	0
Mean		62.7500	1.0000
Median		62.0000	1.0000
Mode		59.00 <sup>a</sup>	1.00
Std. Deviation		5.54140	.00000
Variance		30.707	.000
Skewness		.107	
Std. Error of Skewness		.393	.393
Range		21.00	.00
Minimum		52.00	1.00
Maximum		73.00	1.00
Sum		2259.00	36.00
Percentiles	25	59.0000	1.0000
	50	62.0000	1.0000
	75	67.7500	1.0000

## Appendix 22

### Result Post-Test in Control Class

		Score	Technique
N	Valid	34	34
	Missing	0	0
Mean		67.4706	1.0000
Median		66.0000	1.0000
Mode		66.00	1.00
Std. Deviation		7.52867	.00000
Variance		56.681	.000
Skewness		.863	
Std. Error of Skewness		.403	.403
Range		30.00	.00
Minimum		57.00	1.00
Maximum		87.00	1.00
Sum		2294.00	34.00
Percentiles	25	62.0000	1.0000
	50	66.0000	1.0000
	75	71.5000	1.0000

## Appendix 23

### Result Post-Test in Experimental Class

		Score	Technique
N	Valid	36	36
	Missing	0	0
Mean		71.4444	1.0000
Median		69.5000	1.0000
Mode		69.00	1.00
Std. Deviation		6.31752	.00000
Variance		39.911	.000
Skewness		.196	
Std. Error of Skewness		.393	.393
Range		24.00	.00
Minimum		60.00	1.00
Maximum		84.00	1.00
Sum		2572.00	36.00
Percentiles	25	67.0000	1.0000
	50	69.5000	1.0000
	75	77.0000	1.0000



## Appendix 24

The analysis of Students' Score Pretest Experimental Class

No	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	18	16	18	16	14	12	15	13	7	7	72	64	68
2	E-2	15	14	14	13	15	14	14	13	6	6	64	60	62
3	E-3	13	12	13	12	14	12	14	13	7	6	61	55	58
4	E-4	14	12	14	13	15	13	14	13	6	6	63	57	60
5	E-5	17	16	17	17	16	15	16	15	7	6	73	69	71
6	E-6	16	16	16	15	14	12	15	13	6	5	67	61	64
7	E-7	17	15	16	16	14	12	14	13	5	4	66	60	63
8	E-8	18	16	15	14	14	12	12	12	7	6	66	60	63
9	E-9	15	14	15	14	14	12	14	12	6	6	64	58	61
10	E-10	13	12	12	12	12	12	12	10	5	4	54	50	52
11	E-11	16	15	14	13	14	12	13	12	6	5	63	57	60
12	E-12	16	15	15	14	15	14	16	14	6	5	68	62	65
13	E-13	14	13	14	12	14	12	12	12	7	6	61	55	58
14	E-14	16	12	15	13	14	12	15	13	6	6	66	56	61
15	E-15	14	12	13	12	13	12	12	10	5	5	57	51	54
16	E-16	16	14	15	12	14	12	15	13	6	5	66	56	61
17	E-17	16	12	14	11	14	12	14	13	6	6	64	54	59
18	E-18	18	16	18	17	16	17	14	13	8	7	74	70	72
19	E-19	16	16	15	14	15	14	17	16	7	6	70	66	68
20	E-20	14	12	14	13	12	10	12	11	5	5	57	51	54
21	E-21	17	15	16	16	14	12	14	13	5	4	66	60	63
22	E-22	18	17	18	17	15	14	15	13	7	6	73	67	70
23	E-23	18	16	18	17	16	16	15	14	8	8	75	71	73

24	E-24	18	16	18	17	14	12	14	13	6	6	70	64	67
25	E-25	15	14	14	13	15	13	14	12	7	5	65	57	61
26	E-26	15	14	14	12	14	12	14	13	5	5	62	56	59
27	E-27	14	12	14	13	14	13	14	12	6	6	62	56	59
28	E-28	17	16	18	17	16	15	15	14	8	8	74	70	72
29	E-29	16	15	16	16	15	14	14	13	6	5	67	63	65
30	E-30	16	15	16	15	14	14	14	13	5	4	65	61	63
31	E-31	18	16	15	14	14	12	12	12	6	5	65	59	62
32	E-32	15	14	14	14	14	12	14	12	6	5	63	57	60
33	E-33	12	11	14	12	14	12	12	10	5	4	57	49	53
34	E-34	14	13	13	12	14	12	15	14	6	5	62	56	59
35	E-35	16	15	16	16	15	13	16	15	8	8	71	67	69
36	E-36	17	16	16	14	16	15	16	15	8	7	73	67	70

## Appendix 25

### The analysis of Students' Score Post-test Experimental Class

No	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	17	16	17	17	18	17	19	19	8	8	79	77	78
2	E-2	16	15	14	14	15	14	16	15	7	6	68	64	66
3	E-3	15	14	17	16	15	14	16	15	7	7	70	66	68
4	E-4	15	14	16	15	16	15	16	16	7	6	70	66	68
5	E-5	17	16	17	15	18	18	20	19	8	8	80	76	78
6	E-6	18	17	17	17	16	17	18	17	8	7	77	75	76
7	E-7	18	17	16	16	15	13	16	15	6	6	71	67	69
8	E-8	17	16	17	16	17	16	20	19	8	8	79	75	77
9	E-9	17	16	16	16	16	15	17	16	7	6	73	69	71
10	E-10	14	13	13	12	14	13	15	14	6	6	62	58	60
11	E-11	15	14	15	14	15	13	18	17	7	6	70	64	67
12	E-12	18	17	17	16	18	17	19	17	8	7	80	74	77
13	E-13	15	14	15	14	16	15	16	14	5	4	67	61	64
14	E-14	14	13	15	14	16	15	16	15	6	6	67	63	65
15	E-15	14	13	15	14	15	14	15	14	5	5	64	60	62
16	E-16	16	15	18	16	16	14	16	15	6	6	72	66	69
17	E-17	14	13	14	13	16	15	17	16	7	7	68	64	66
18	E-18	18	17	19	18	19	18	22	21	8	8	86	82	84
19	E-19	16	15	17	17	17	17	18	16	8	7	76	72	74
20	E-20	16	14	16	16	14	15	18	18	6	5	70	68	69
21	E-21	17	15	17	16	18	17	16	16	7	7	75	71	73
22	E-22	18	17	18	17	18	17	20	19	8	8	82	78	80
23	E-23	17	17	16	16	18	17	22	21	8	8	81	79	80
24	E-24	18	17	18	18	18	17	19	18	8	7	81	77	79

25	E-25	16	15	16	15	14	14	17	15	6	6	69	65	67
26	E-26	14	13	16	16	13	12	15	15	6	6	64	62	63
27	E-27	16	15	15	14	17	15	18	15	7	6	73	65	69
28	E-28	18	16	19	17	19	17	20	19	8	7	84	76	80
29	E-29	16	15	17	16	15	15	19	17	7	7	74	70	72
30	E-30	16	15	17	15	18	17	19	18	8	7	78	72	75
31	E-31	15	14	15	15	15	14	18	17	7	6	70	66	68
32	E-32	15	14	17	15	17	15	17	16	7	7	73	67	70
33	E-33	13	12	14	13	16	15	16	14	7	6	66	60	63
34	E-34	16	15	16	14	15	12	16	16	7	7	70	64	67
35	E-35	15	13	15	14	18	18	23	22	7	7	78	74	76
36	E-36	19	18	17	17	17	15	23	22	8	8	84	80	82

## Appendix 26

## The analysis of Students' Score Pretest Control Class

No	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C-1	12	12	14	13	13	12	13	13	6	6	58	56	57
2	C-2	13	12	12	12	13	12	14	13	5	6	57	55	56
3	C-3	12	12	12	11	13	12	15	14	6	5	58	54	56
4	C-4	14	13	14	13	14	13	15	14	6	6	63	59	61
5	C-5	17	16	17	16	18	17	18	17	8	8	78	74	76
6	C-6	16	15	16	15	18	16	18	17	8	7	76	70	73
7	C-7	14	13	15	13	15	14	15	14	7	6	66	60	63
8	C-8	12	12	13	12	12	12	14	12	6	5	57	53	55
9	C-9	15	13	15	12	14	13	13	12	6	5	63	55	59
10	C-10	16	14	16	15	15	14	17	16	7	6	71	65	68
11	C-11	14	13	13	13	14	13	13	12	6	5	60	56	58
12	C-12	13	12	15	14	14	13	15	14	6	6	63	59	61
13	C-13	15	15	15	14	15	14	16	15	6	5	67	63	65
14	C-14	12	12	12	13	13	13	13	12	6	6	56	56	56
15	C-15	14	10	12	11	13	12	13	12	6	5	58	50	54
16	C-16	14	13	14	14	14	13	14	13	6	5	62	58	60
17	C-17	16	15	17	16	17	16	18	16	8	7	76	70	73
18	C-18	14	13	14	13	14	14	15	14	6	5	63	59	61
19	C-19	12	12	12	11	13	12	15	14	6	5	58	54	56
20	C-20	16	15	17	16	17	16	19	18	8	8	77	73	75
21	C-21	15	14	12	11	12	10	12	11	6	5	57	51	54
22	C-22	14	12	13	11	12	12	14	14	6	6	59	55	57

23	C-23	12	12	14	12	12	12	12	11	5	4	55	51	53
24	C-24	14	13	14	13	15	14	15	14	6	6	64	60	62
25	C-25	16	15	15	14	16	16	19	18	8	7	74	70	72
26	C-26	15	13	15	13	14	13	14	13	6	6	64	58	61
27	C-27	13	12	14	13	14	13	13	11	6	5	60	54	57
28	C-28	17	15	17	14	16	16	18	17	8	8	76	70	73
29	C-29	12	12	13	13	12	12	13	12	6	5	56	54	55
30	C-30	12	10	13	12	13	12	14	14	6	6	58	54	56
31	C-31	13	12	13	12	13	12	13	11	6	5	58	52	55
32	C-32	15	12	13	12	14	13	16	15	6	6	64	58	61
33	C-33	16	15	17	16	17	16	17	15	8	7	75	69	72
34	C-34	14	13	15	14	15	13	15	14	6	5	65	59	62

## Appendix 27

## The analysis of Students' Score Post-test Control Class

No	Students' Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C-1	14	13	15	14	15	14	16	14	7	6	67	61	64
2	C-2	13	12	15	14	14	12	14	13	5	4	61	55	58
3	C-3	15	14	15	14	14	13	15	14	6	6	65	61	63
4	C-4	16	15	14	14	15	14	16	15	7	6	68	64	66
5	C-5	16	16	18	17	17	16	22	22	8	8	81	79	80
6	C-6	17	16	18	18	19	18	21	20	9	8	84	80	82
7	C-7	17	16	17	16	13	12	15	14	6	6	68	64	66
8	C-8	16	15	15	15	16	14	16	15	6	4	69	63	66
9	C-9	17	16	16	15	14	13	16	14	6	5	69	63	66
10	C-10	16	15	17	16	17	16	18	16	8	7	76	70	73
11	C-11	15	14	15	14	14	14	14	13	6	5	64	60	62
12	C-12	17	15	16	15	16	15	16	16	7	7	72	68	70
13	C-13	17	15	18	16	15	14	15	14	6	6	71	65	68
14	C-14	16	15	14	13	12	11	14	12	5	4	61	55	58
15	C-15	14	13	14	14	14	13	15	15	5	5	62	60	61
16	C-16	15	14	15	13	16	15	16	14	6	6	68	62	65
17	C-17	19	17	18	16	17	16	18	17	8	8	80	74	77
18	C-18	16	14	17	15	18	16	17	14	7	6	75	65	70
19	C-19	16	15	14	13	13	11	13	12	6	5	62	56	59
20	C-20	18	17	19	18	19	19	24	23	9	8	89	85	87

21	C-21	15	14	15	13	14	13	15	13	5	5	64	58	61
22	C-22	15	14	15	13	15	14	14	13	6	5	65	59	62
23	C-23	13	11	14	13	14	13	14	13	5	4	60	54	57
24	C-24	16	15	16	15	16	15	18	17	7	7	73	69	71
25	C-25	17	15	17	16	18	17	18	17	8	7	78	72	75
26	C-26	14	12	14	13	15	14	16	15	7	6	66	60	63
27	C-27	15	14	15	14	15	14	15	15	6	5	66	62	64
28	C-28	18	17	18	17	18	17	18	18	8	7	80	76	78
29	C-29	15	15	14	12	14	13	13	11	6	5	62	56	59
30	C-30	17	16	15	14	15	13	15	14	6	5	68	62	65
31	C-31	16	15	14	14	14	13	16	15	6	5	66	62	64
32	C-32	15	14	17	16	16	15	16	16	6	5	70	66	68
33	C-33	17	17	18	17	18	17	20	18	8	8	81	77	79
34	C-34	14	13	15	15	16	15	18	17	6	5	69	65	67



## Appendix 33

### Documentation Research in MTs Al-Hikmah Kedaton Bandar Lampung

#### 1. The Researcher explain about Dialogue Journals



#### 2. The Researcher explain about material and give example



#### 3. The students make a Journals Descriptive



#### 4. The Researcher collect their journals



#### 5. Students' control class

